

Important Concepts . . .

Preview Review



Language Arts Grade 9 TEACHER KEY

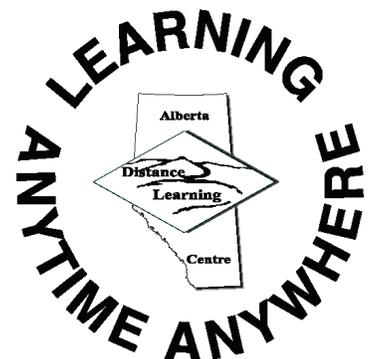
***W2 - Lesson 3: The Concluding
Paragraph***

Important Concepts of Grade 9 Language Arts	Materials Required
W1 - Lesson 1Paragraph Structure	Textbooks <i>ResourceLines 9 / 10</i> <i>SightLines 9</i>
W1 - Lesson 2 The Persuasive Paragraph	
W1 - Lesson 3The Business Letter	
W1 - Lesson 4 Business Letter Assignment	
W1 - Lesson 5Paragraphs and Business Letters	
W1 - Quiz	
W2 - Lesson 1 The Five-Paragraph Essay	
W2 - Lesson 2 The Body of the Essay	
W2 - Lesson 3 The Concluding Paragraph	
W2 - Lesson 4 .. Editing and Publishing Your Essay/Essay Review	
W2 - Lesson 5 Five-Paragraph Essay Review	
W2 - Quiz	
W3 - Lesson 1The Short Story	
W3 - Lesson 2 More Story Elements/Planning Your Story	
W3 - Lesson 3Story Building	
W3 - Lesson 4Advanced Story Writing Techniques	
W3 - Lesson 5 Short Story Review	
W3 - Quiz	

Language Arts Grade 9
Version 5
Preview/Review W2 - Lesson 3 TEACHER KEY

Publisher: Alberta Distance Learning Centre
Author: Brenda Fischer
In-House Teacher: Connie Stasiuk

Project Coordinator: Dennis McCarthy
Preview/Review Publishing Coordinating Team: Nina Johnson,
Laura Renkema, and Donna Silgard



The Alberta Distance Learning Centre has an Internet site that you may find useful. The address is as follows: <http://www.adlc.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

ALL RIGHTS RESERVED

Copyright © 2007, by Alberta Distance Learning Centre, 4601-63 Avenue, Barrhead, Alberta, Canada, T7N 1P4. Additional copies may be obtained from the Alberta Distance Learning Centre.

No part of this courseware may be reproduced or transmitted in any form, electronic or mechanical, including photocopying (unless otherwise indicated), recording, or any information storage and retrieval system, without the written permission of Alberta Distance Learning Centre.

Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Distance Learning Centre so that appropriate corrective action can be taken.

IT IS STRICTLY PROHIBITED TO COPY ANY PART OF THESE MATERIALS UNDER THE TERMS OF A LICENCE FROM A COLLECTIVE OR A LICENSING BODY.

Preview/Review Concepts for Grade Nine Language Arts

TEACHER KEY



*W2 - Lesson 3:
The Concluding Paragraph*

OBJECTIVES

By the end of this lesson, you should

- be aware of the purpose of a concluding paragraph
- be familiar with some effective concluding techniques
- write a good concluding paragraph
- use some prewriting techniques to begin an essay
- be familiar with an outline format that you can use for your essays
- apply what you have learned about essays to your own five-paragraph essay

GLOSSARY

Refer to *ResourceLines 9/10*

brainstorming - creatively and freely stimulating new ideas (pages 145 to 147, and 284)

clincher - succinctly and powerfully states the main idea in a paragraph (pages 89 and 91)

clustering - grouping similar ideas to develop further or discard (page 78)

conclusion - summarizes preceding key ideas and brings an essay to a close (pages 110 and 164)

free writing - writing about a topic during a set time limit without pausing (page 76)

predrafting - initial part of the writing process that helps clarify the intention or goals of a particular piece of work (pages 76 to 81)

outline - a framework to help sort and organize ideas for developing a thesis and supporting statements (page 80)

restate - to choose more effective or descriptive words to communicate intended meaning clearly (page 23)

rough draft or **first draft** - initial composition that will be revised and edited to a polished piece of work (page 81 to 85)

Overview

This lesson contains the following topics and activities:

- Glossary
- Overview
- The Concluding Paragraph
- Writing an Effective Conclusion
- Sample Essay
- Another Sample Essay
- Steps in Essay Writing
- Writing an Essay
- Five-Paragraph Essay Assignment
- Essay Outline Form
- Summary of W2 - Lesson 3
- First Draft
- News, Clues, and Reviews

Catch wave!



The Concluding Paragraph

A concluding paragraph tells your reader that your essay is finished. It also sums up your main points and restates your thesis, perhaps from a somewhat different viewpoint, based on what you have discussed in your essay.

A strong conclusion is important because this is likely what your reader will remember best. It is also your last chance to convince your reader to accept your thesis.

A concluding paragraph for a five-paragraph essay usually consists of about four or five sentences. The first sentence restates the thesis. The next sentences sum up the main points, make a judgement about the topic, or, perhaps, point out what has been learned about the thesis. The final sentence, the clincher, should be strong and memorable, leaving the reader with a lasting impression of the essay.

The conclusion is a lot like the introduction, but in reverse order. Remember that an introduction begins with a *hook*, and it moves from the general to the specific (the thesis statement). A conclusion, on the other hand, *begins* with a restatement of thesis and ends with a clincher that is similar to a hook. Often, this *clincher* tells the reader to take action or gives the reader something to continue thinking about.

Your conclusion must not introduce a completely new idea or make a new point about your thesis.

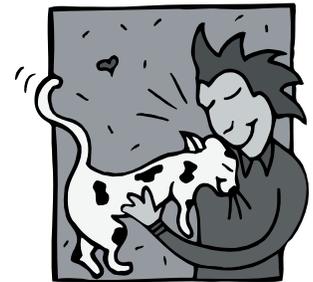
Writing an Effective Conclusion

Some of the following suggestions for writing a conclusion have examples showing only part of a conclusion.

Summarize the Main Ideas

Sum up your main points. Use words such as *therefore* or *thus*.

Therefore, a cat is a better choice for a pet than a dog. A cat is clean and quiet. Also, a cat is small and easy to cuddle and care for. There is a good reason why cats have been domestic pets since ancient times: they make the best pets.



Come Full Circle

Refer to your hook. Show how what you have discussed in your essay fits with the hook. Finish the anecdote.

So, although I am trying my wings sometimes, I am not quite ready to fly away from the nest. I plan to enjoy being young and carefree for a while, before taking on the responsibilities of an adult.

Give Your Reader a Going-Away Present

Leave your reader with something to think about afterward. Ask your reader a question. Suggest how your idea might affect your reader's life.

A career in the IT industry can be challenging. An IT professional must be constantly learning and upgrading his or her skills. Long hours are the norm. The work takes good problem-solving skills and creativity. However, it can also be both personally satisfying and financially rewarding. Are you willing to meet the challenges in order to reap the rewards?

Challenge Your Reader

Give your reader a task to fulfill or an action to take. This is particularly appropriate for persuasive essays.

In spite of the efforts of parents, educators, and health officials, large numbers of teens continue to take up smoking. With tobacco being available in nearly every convenience store, drug store, and grocery store, minors have easy access to tobacco products. Tobacco must be less accessible to minors. Write to your Member of Parliament today and say that you want tougher restrictions on tobacco sales.

Predict the Future

Show how what you have discussed will affect the future, or express a hope or wish for the future.

The monarchy should remain as the figurative head of Canada. The world is changing rapidly. Countries all face serious, global environmental problems. Canada will need to strike a balance between sharing and protecting her resources in the face of increasing demand. She will also continue to face the threat of being overpowered, culturally, by her neighbour to the south. Now is not the time to sever our remaining connections with Great Britain. As Canadians look to the future, we need to be firmly grounded in our past and in our own identity. The monarchy is an important symbol of this past and this identity.

Echo Your Title

Assuming that you have developed a good title that effectively conveys the main idea of your essay, echo the title in your conclusion.

Title: Snowboarding: X-treme, X-citing, and X-cellent

Last sentence in concluding paragraph: Snowboarding is certainly the most extreme, exciting, and excellent winter sport.

Your concluding paragraph should start by restating your thesis. Then, use one or more of the techniques listed above to leave your reader something to think about and give a sense of conclusion.

Sample Essay

Read this sample essay, about cats.

According to a 2002 study by Leger Marketing, more Canadians have dogs as pets than any other animal, but dog owners do not know what they are missing. Cats have a long and noble history as pets. These animals have been domesticated for thousands of years. In Ancient Egypt, they were revered. In China, cats were once the favourite pets of Emperors. Even in modern-day North America, cats make better pets than dogs because they are quiet, self-reliant, clean, and lovable.

Cats are clean animals, which makes them easy to care for. For example, from an early age, they learn to wash themselves, and they do this with great regularity. Their owners do not normally need to bathe them. On the other hand, dogs need to be bathed, and this can be quite a difficult undertaking. Many dogs dislike being bathed and they struggle against it. When they are wet, they shake and spray water all over the place. Therefore, it is much easier to keep a cat's fur clean. Furthermore, cats can be easily trained to use a litter box. This keeps the mess covered and in one place. It is quite simple and quick to change the litter, and there are no smelly packages left all over the yard. For someone who likes a clean pet, a cat is the better choice.

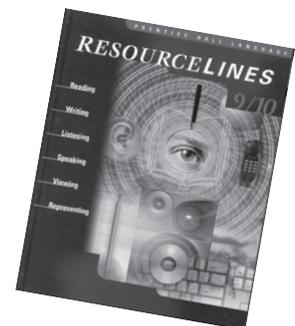
Not only are cats clean, they are also usually very quiet. Who has not been annoyed on occasion by a dog's incessant barking? This is not a problem with cats. Indeed, cats normally make very little noise, and, even if they do meow, it is not nearly as loud as a bark. Of course, cats do purr, but that is a quiet, pleasing noise. Unlike dogs, cats rarely disturb the neighbours. Therefore, they are quieter pets than dogs.

Finally, most cats love to be petted and cuddled. This is the most enjoyable part of having a cat as a pet. A cat will curl up in its owner's lap and sleep there quite happily. In contrast, except for very small dogs, a dog does not normally cuddle up on a lap. Besides, dogs are not as nice to pet because they often leave an obnoxious doggie smell on one's hand. This is not a problem with cats. In fact, there is nothing quite so pleasant as curling up with a good book and a sleepy cat.

Therefore, a cat is a better choice for a pet than a dog. A cat is clean, quiet, and loving. There is a good reason cats have been domestic pets since ancient times; they make the best pets, as the Ancient Egyptians and the Chinese Emperors knew. If you are looking for the perfect pet, get a cat.

Another Sample Essay

Read the section, "How to Write an Essay", on pages 111 to 114 of your textbook, *ResourceLines 9/10*. In this section, a sample essay, "Heroes I Admire", is longer than a five-paragraph essay, but it still follows the same, basic structure. Look to see how the author has followed the structure and used some of the techniques that you have examined in these lessons.



Steps in Essay Writing

Prewriting

If your topic has not been assigned, then you need to find or choose a topic. Brainstorming (discussed below) can help with this.

You must also identify your purpose and audience for writing. This will affect your tone (e.g. formal or informal), diction (word choice), and organization.

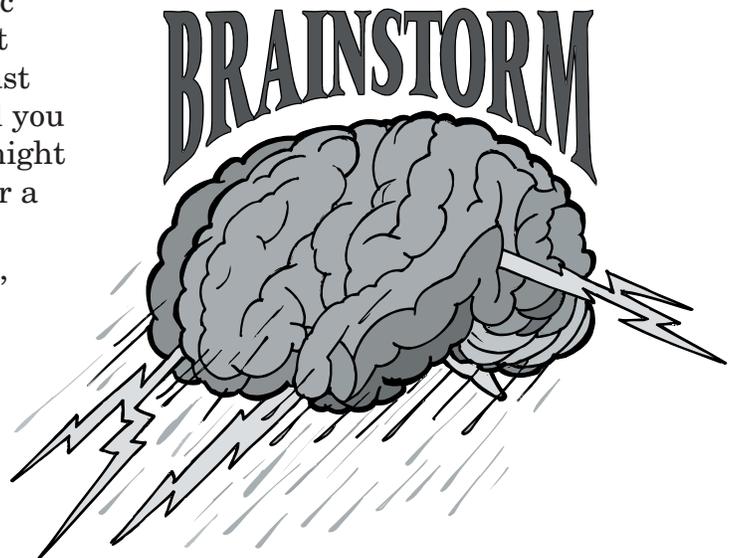
Once you have identified your topic, purpose, and audience, you can begin planning and outlining your essay. However, first, look at some of the ways you can think of ideas after you find or get an essay topic. This stage of writing is known as *prewriting*.

Methods of prewriting include

- **Brainstorming**

Think of as many ideas about the topic as you can. Do not stop to think about whether the ideas are good or bad. Just write them down and keep going until you cannot think of anything more. You might set a time limit (such as 5 minutes) for a brainstorming session. When you are finished, you can go through the ideas, select the ones you want to use, and organize them.

For more information on brainstorming, read “Here’s How: Brainstorming” on pages 145-147 of *ResourceLines 9/10*.

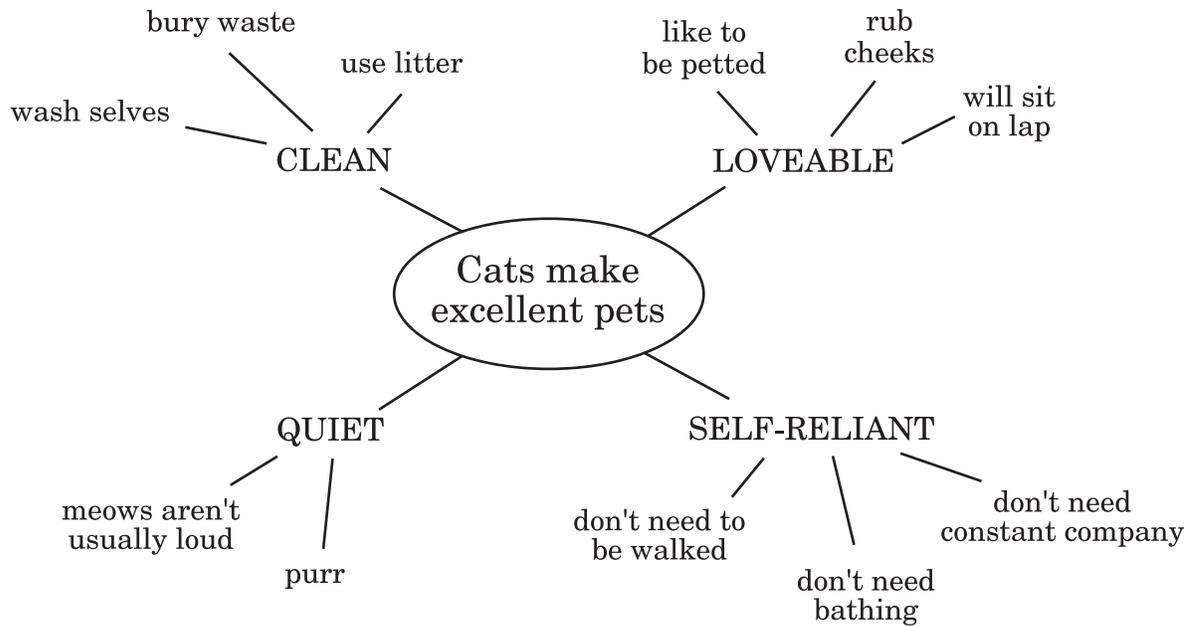


- **Thought Webbing/Clustering**

To use thought webbing or clustering, put your main idea or topic in the centre of your page. Around that, place other ideas related to the main idea. Around each of those, place more ideas, and so on.

What you should produce is sets of related ideas grouped in clusters around the main idea.

Here is an example of a thought web:



• **Free Writing**

Set a time limit (such as 10 minutes) and write about your topic or idea as quickly as you can for that amount of time. Do not stop. If you get stuck, keep writing the last word you wrote over and over until you get going again. Do not worry about correctness or finding the right words at this point. Just get your ideas on paper.

Outlining

In the outlining step, you organize the ideas you created with your prewriting. Your goal is to create a unified, coherent, and effective essay, and creating an outline will help you achieve that goal. If you have made a thought web or a cluster map, your ideas are already partly organized. You will have a chance to practice this step later in the lesson.

Review the prewriting strategies discussed on pages 76 to 81 of *ResourceLines 9/10*. Here, you will find a sample outline for the essay, “Heroes I Admire”, that you read earlier in this lesson.

Decide upon a working thesis statement based on some of the ideas you came up with. Select the ideas that support this thesis. Sort your ideas into categories. Select the three categories that contain the most or the best ideas. Cross out any ideas that do not fit or are off topic.

Decide on the order or pattern of development you will use. For example, if you are going to explain or give instructions, then list the steps involved in the process. Sort these steps into beginning (body paragraph one), middle (body paragraph two), and end (body paragraph three). Use a similar method if you will be using chronological order for a narrative essay. If you are writing a persuasive essay, identify your strongest supporting point and put that for the main idea of your third body paragraph in your outline.

Many students try to skip the prewriting and outlining stages and go straight to writing the essay. What they do not understand is that prewriting and outlining **are** part of writing, and they are important steps in writing an effective essay. Do not skip these steps.

Writing

Write your first draft of the essay. You have already done a lot of the work in the outline, so this stage should go fairly smoothly.

Here is a suggested order for writing:

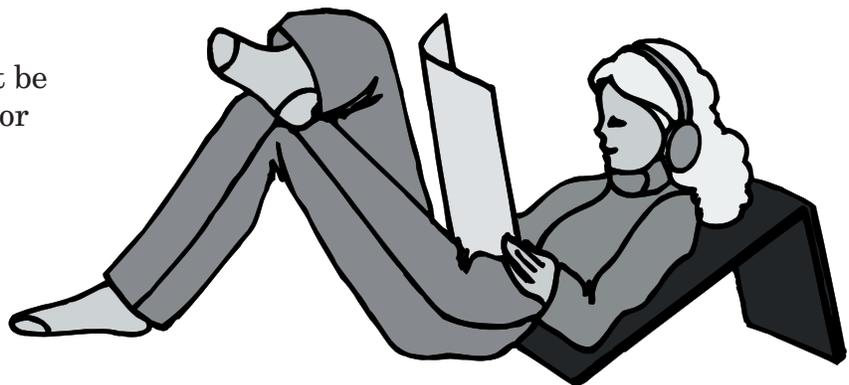
1. Write the conclusion. It is a good idea to know where you are going when you set out for someplace. Similarly, knowing how you want your essay to end will help guide you as you write the rest of your essay. This conclusion does not have to be written in stone. You can always change it later, if you wish.
2. Write the body of the essay in the order in which the paragraphs will appear.
3. Write the introduction.

Revising and Editing

This step will be discussed in the next lesson.

Publishing

Share your essay with your audience. This audience might be your teacher, your classmates, or your parents, for example.



Writing an Essay

Now that you have learned about essays, try writing one of your own.

Your essay will contain these parts:

Introduction

- begins with a “hook” to capture your reader’s attention
- gives any necessary background information
- gives a very brief overview of your essay (This could be part of your thesis statement.)
- ends with your thesis statement
- offers the main idea of your entire essay
- expresses this idea using a complete, declarative sentence
- is a foretaste of your conclusion
- controls the focus of everything else in your essay

Body

- usually contains three (or more) paragraphs
- each paragraph develops a main idea that supports the thesis
- has a topic sentence that expresses this main idea
- has *at least* two supporting points
- contains descriptions, details, or examples for each supporting point
- all sentences support and focus on the topic sentence
- contains a concluding sentence
- transitions help the flow, both within and between paragraphs

Conclusion

- restates the thesis
- sums up, makes a judgement, or shows what has been learned
- does not introduce completely new ideas
- ends with a clincher and leaves the reader with something to do or think about

Five-Paragraph Essay Assignment

Select one of the essay topics on page 115 of *ResourceLines 9/10* (under *Try It*). Use the pattern of organization suggested in parenthesis to develop the topic. Another option is to write your own “Three Passions” essay in a similar style to the one in your textbook.

Use prewriting strategies, such as brainstorming, clustering, or freewriting, to generate ideas about the topic.

Prepare an outline for your essay by filling in the outline form in this booklet. (You may not have three supporting details for each paragraph in the body of the essay, but the form provides space for this if you need it.)

Write your first draft. Be sure that you give your essay an appropriate and original title.



Essay Outline Form

Topic:

Title:

Introduction

Hook:

Other Information:

Preview / Blueprint (This may be combined with the thesis statement, or it may occur just before or just after the thesis statement):

Thesis Statement:

Body

1. **Main Idea** (in point form):

Topic Sentence:

Points for Development (in point form):

a. **First Point:**

Supporting Details:

b. **Second Point:**

Supporting Details:

c. **Third Point:**

Supporting Details:

Concluding Sentence:

2. **Main Idea** (in point form):

Topic Sentence:

Points for Development (in point form):

a. First Point:

Supporting Details:

b. Second Point:

Supporting Details:

c. **Third Point:**

Supporting Details:

Concluding Sentence:

3. **Main Idea** (in point form):

Topic Sentence:

Points for Development (in point form):

a. **First Point:**

Supporting Details:

b. Second Point:

Supporting Details:

c. Third Point:

Supporting Details:

Concluding Sentence:

Conclusion

Restate Thesis:

Sum Up, Discuss what has been Learned, Or Predict:

Clincher:

As you can see, once you have completed your outline, your essay is nearly written. Also, because it has been so thoroughly planned and organized, your final product will have CUE (coherence, unity, and emphasis).



Summary of W2 - Lesson 3

- In the concluding paragraph, restate the thesis, sum up the main ideas or point out the importance of the main ideas, and end with a clincher.
- The conclusion is like a reverse introduction.
- Do not introduce a new idea in the conclusion.
- Use prewriting techniques such as brainstorming or thought mapping to get started on an essay.
- Creating an outline will ensure that your essay is well-organized.

News, Clues, and Reviews

News



Extra! Extra! Here are three new ideas I learned in this lesson:

1. _____

2. _____

3. _____

Clues

Here is a question or an example I thought of for each of the above ideas. When I thought of a question, I tried to find the answer, and I wrote it below the question:

1. _____

2. _____

3. _____

Reviews

Use the notes you made on this page to help you review for tests.

