

# Writing Frames

FOR THE  
Interactive Whiteboard

Narrative Writing

Descriptive Writing

Writing Summaries

How-To Writing

Opinions and Persuasion

Compare-and-Contrast Writing

Cause-and-Effect Writing

Problem-Solution Writing

Additional Writing Frames

## Personal Narrative Paragraph

**I** The chorus competition was the most embarrassing experience of my life! Everything went wrong. **E** First, when I got to the auditorium, I realized I was wearing a green shirt. **D** It was supposed to be white. **E** Next, I tripped when our singing group walked on stage. **E** Then, I sang the wrong verse in the first song. **E** Finally, it was time for my solo. **D** When I tried to hit the high note, my voice cracked. I wanted to run off the stage! **D** But when it was over, my friends cheered. **C** That made everything seem okay.



**I** The first sentence introduces the paragraph and tells what it will be about.

**E** Examples explain what made the night so embarrassing.

**D** Descriptive details make the story more interesting.

**C** The concluding sentence explains why the moment was important or what the writer learned from the experience.



## Personal Narrative Essay

**I** I'll never forget the time I was mean to my best friend, Lili. Lili is nice and smart and fun to be around. But she is also quiet and she dresses differently from other kids.

**P** **CW** It all began when a girl named Alicia said that she was having a slumber party. She told me I could come only if I ignored Lili for the entire week. I really wanted to go to the party, so I agreed. **D** I didn't talk to Lili. I didn't eat lunch with her. I didn't walk to school with her. I pretended she didn't exist.

**P** **CW** One day, Alicia and I found Lili in the bathroom crying. Alicia laughed at her. At recess she told everyone in school that Lili was a big crybaby. **CW** Later, I went to Lili's house to say I was sorry. Soon we were talking and laughing like old times. But the next day at school, I ignored Lili again.



**I** The introduction tells what and who the narrative will be about.

**P** Each paragraph after the introduction tells the next event in chronological order, the order in which they occurred.

**CW** Each paragraph begins with connecting words and phrases that help explain the order.

**D** Descriptive details support the main idea of each paragraph. They make the narrative more interesting.

Continued ►

**P** **CW** Finally, it was the day of the slumber party. **D** My mom drove me to Alicia's house. I rang the doorbell, but no one answered. **D** Then I heard laughing and saw all the girls pointing at me. **D** The slumber party had been one big trick.

**CP** That's when I realized that being Alicia's friend meant being mean. I didn't want to be mean. I just wanted my best friend back. It took a long time for Lili to forgive me. I'm glad that she did. Having a best friend who is nice and caring is better than having a bunch of friends who are mean.

**CP**

The concluding paragraph explains what the writer learned from the experience. It can also tell the last event in the chronological sequence.

## Personal Narrative Essay

Tell about a time when you learned an important lesson.

### INTRODUCTION

I'll never forget the time \_\_\_\_\_ .

### BODY

It all began when \_\_\_\_\_  
(details)

One day, \_\_\_\_\_  
(details)

Later, \_\_\_\_\_  
(details)

Finally, \_\_\_\_\_  
(details)

### CONCLUSION

That's when I realized \_\_\_\_\_

## Descriptive Paragraph—Place

**I** The best place in the world is Fenway Park, home of the Boston Red Sox. **D** When you first look around, you see the green wall in left field called the Green Monster. **D** You also see thousands of people wearing red and white jerseys. **D** The smell of popcorn and hot dogs surrounds you. **D** You can hear the fans cheering and chanting the players' names. At times, you can't even hear the person next to you. **D** You can feel the stands shake as people stomp and scream. **C** There is nowhere I'd rather be than at Fenway, cheering for my favorite team.



**I** The first sentence introduces the place.

**D** Descriptive details help the reader see, smell, hear, and feel the place.

**C** The concluding sentence summarizes the paragraph.

## Descriptive Paragraph—Place

Describe your best place in the world.

The best place in the world is \_\_\_\_\_

\_\_\_\_\_

When you first look around, you see \_\_\_\_\_  
(details)

\_\_\_\_\_

The smell of \_\_\_\_\_

\_\_\_\_\_ surrounds you.

You can hear \_\_\_\_\_  
(details)

\_\_\_\_\_

You can feel \_\_\_\_\_  
(details)

\_\_\_\_\_

(concluding sentence)

\_\_\_\_\_

## Descriptive Paragraph—Person

**I** My favorite person is my uncle, Harry. **D** He is a small man. He is only a little taller than I am. **D** His hair is red and curly. It kind of goes with his name, Harry! **D** His favorite thing to wear is a bowtie. **D** When he talks, his voice is loud and it makes people stare. **P** But he is kind and friendly to everyone he meets. **P** He is great at telling jokes. I even like his silly knock-knock jokes. **P** He always makes me feel good about myself. **C** It's no wonder that I think Harry is so great!



**I** The first sentence introduces the person being described.

**D** Descriptive details help the reader see and hear the person.

**P** When you describe a person, tell what he or she is like to be with.

**C** The concluding sentence summarizes the paragraph.

## Descriptive Paragraph—Person

Describe your favorite person.

My favorite person is \_\_\_\_\_

\_\_\_\_\_

He (She) is \_\_\_\_\_  
(physical details)

\_\_\_\_\_

His (Her) favorite thing to wear is \_\_\_\_\_

\_\_\_\_\_

When he (she) talks, his (her) voice is \_\_\_\_\_  
(details)

\_\_\_\_\_

He (She) is great at \_\_\_\_\_  
(details)

\_\_\_\_\_

He (She) always makes me feel \_\_\_\_\_

\_\_\_\_\_

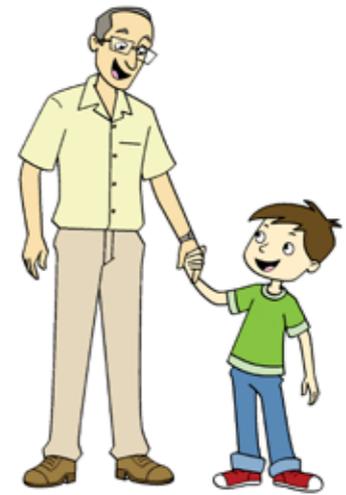
It's no wonder that I think \_\_\_\_\_ is so great!

## Biographical Essay

**I** Fred Marquez **is my** grandfather. He is a tall, strong man with thinning white hair and a big smile. He **was born in** 1948 **in** Chicago. He had a younger brother and a sister. **He has been an important part of my life because** he has taught me the value of hard work and family.

**P** **CW** **When** my grandfather **was** 13, his father got sick and died. **D** To help support his family, my grandfather began a paper route before school. He also worked in a store on the weekends. He did not mind working hard to help his family.

**P** **CW** **Later,** my grandfather enlisted in the army and fought in the Vietnam War. **CW** When the war was over, he married my grandmother and went to college. He graduated and became a high school teacher.



**I** The introduction tells who the biography is about and why he is the subject.

**P** Each paragraph after the introduction tells about another part of the subject's life, in chronological order.

**CW** Connecting words signal the order of events.

**D** Details help create a full picture of the person's life.

Continued ►

**P** **D** While he was still teaching, my grandfather was named teacher of the year three times. **CW** During his summer breaks, he tutored students and volunteered for a charity that built homes for people in need.

**CP** I am so proud of my grandfather. His accomplishments have taught me that things can be tough, but you shouldn't let this get you down. You can still have a great life. He has also taught me how important it is to help your family.

**CP**

The concluding paragraph draws conclusions about the biographical subject's life. It also explains what the writer learned.

## Biographical Essay

Write about someone who has been an important part of your life. Tell what you've learned from that person.

### INTRODUCTION

\_\_\_\_\_ is (was) my \_\_\_\_\_ .  
(relationship)

He (she) was born in \_\_\_\_\_ in \_\_\_\_\_ .  
(year) (place)

\_\_\_\_\_ .  
(details about childhood)

He (she) has been an important part of my life because \_\_\_\_\_ .

### BODY

When \_\_\_\_\_ was \_\_\_\_\_ , \_\_\_\_\_ .  
(age) (important event or experience)

Later, \_\_\_\_\_ .  
(details about work, family, or experiences)

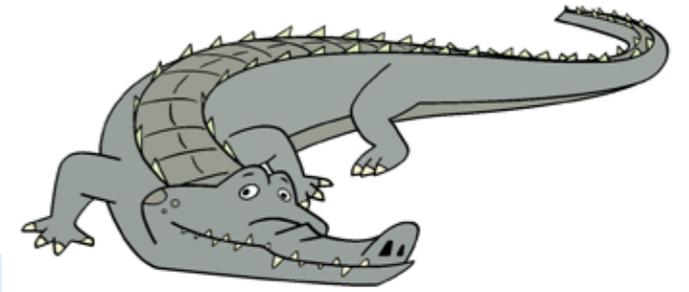
While \_\_\_\_\_ .  
(additional details)

During \_\_\_\_\_ .

### CONCLUSION

His (Her) accomplishments have taught me \_\_\_\_\_ .

## Summary Paragraph



### SuperCroc

In 2000, scientist Paul Sereno discovered the skeleton of one of the largest crocodiles ever. Dr. Sereno found the fossil in sub-Saharan Africa. This ancient crocodile is known as SuperCroc. SuperCroc lived 110 million years ago, when dinosaurs roamed Earth. It weighed about 17,500 pounds (8 metric tons). That is 10 times heavier than the modern crocodile. SuperCroc was about 40 feet (12 meters) long. Its skull was 6 feet (1.8 meters) long, and it had 132 teeth.

## Summary

**TS** This passage explains that an ancient crocodile called SuperCroc was the largest crocodile to ever live. **D** It was discovered in Africa. **F** SuperCroc weighed 17,500 pounds. **F** In addition, it was 40 feet long and 10 times larger than crocodiles today.

TS

The topic sentence states the main idea of the paragraph being summarized.

D

Some details give important information and are included in the summary. Other details are left out.

F

Facts support the main idea.

## Summary Paragraph

Read this paragraph about an important discovery. Then write a summary of it.

### Lyuba

In 2007, an important discovery was made. The mummy of a baby woolly mammoth was found in arctic Russia. The woolly mammoth, a female, was named Lyuba by scientists. It is believed that she died about 40,000 years ago. Woolly mammoths are ancient mammals related to today's elephants. They went extinct thousands of years ago. Lyuba is important because she is the world's best-preserved woolly mammoth. Scientists have been able to study Lyuba's organs, eyes, trunk, skin, and teeth. They hope to understand why woolly mammoths became extinct at the end of the Ice Age.

This passage explains \_\_\_\_\_

\_\_\_\_\_

(important fact or detail)

\_\_\_\_\_

(important fact or detail)

In addition, \_\_\_\_\_

(important fact or detail)

## Book Report

**I** *Charlie and the Chocolate Factory* **by** Roald Dahl **is a story about** a poor boy named Charlie Bucket. Charlie wins a tour of the Willy Wonka chocolate factory. **The book** has great descriptions of Charlie's amazing adventure in the factory. **I think** everyone should read it.

**SU** *Charlie and the Chocolate Factory* **tells how** Charlie wins the last Golden Ticket to tour the factory. **D** Charlie is a good boy, but the other winners are all bad in some way. Augustus Gloop eats too much. Veruca Salt is spoiled. Violet Beauregarde is addicted to gum. Mike Teavee watches television all the time. These children are punished in ways that have to do with their behavior. **D** For example, Augustus falls into the chocolate river. Violet becomes a big blueberry because she eats gum she shouldn't. **D** Because Charlie is good, he doesn't get punished. **CW** At the end of the tour, he



**I** The introduction gives the title and author of the book. It also gives general information about the book and tells the writer's opinion.

**SU** The next paragraph summarizes the book. Important events and characters are described.

**D** Details help explain what happens and why.

**CW** Connecting words and phrases help show the order of events.

Continued ►

is the only one left. **EN** At the end of the book, Willy Wonka tells Charlie he has won the entire factory!

**R** One reason I like the book is that it is funny. **Also**, the author really makes you care about Charlie. He is rewarded for his good behavior. I think this teaches an important lesson about how to behave and treat other people.

**CP** I think everyone would enjoy *Charlie and the Chocolate Factory*. The book is funny, has great descriptions, and has an exciting ending. I strongly recommend this book!

EN

The writer tells what happens at the end of the book.

R

This paragraph gives reasons for the writer's opinion of the book.

CP

The concluding paragraph restates the writer's opinion.

# Book Report

Write a book report about one of your favorite books.

## INTRODUCTION

\_\_\_\_\_ by \_\_\_\_\_ is a story about  
(title of book) (author's name)

\_\_\_\_\_ .  
(general information about the book)

The book \_\_\_\_\_ .  
(information about what makes the book good)

I think \_\_\_\_\_ .  
(your opinion of the book)

## BODY

\_\_\_\_\_ tells how \_\_\_\_\_ .  
(title of book) (description of important characters and events)

\_\_\_\_\_ .  
(details)

At the end of the book, \_\_\_\_\_ .

One reason I like the book is \_\_\_\_\_ .

Also, \_\_\_\_\_ .

## CONCLUSION

I think \_\_\_\_\_ .  
(restate opinion)

The book is \_\_\_\_\_ .

## How-To Paragraph

**FS** It's easy to make a peanut butter and marshmallow sandwich. **N** You will need a toaster, a microwave, bread, peanut butter, and a handful of miniature marshmallows. **CW** First, toast the bread. **CW** Next, put the marshmallows in the microwave for a few seconds. **D** This will make them softer. **CW** Then, spread peanut butter on one slice and place marshmallows on top of the peanut butter. **CW** Finally, put the other piece of bread on top and cut the sandwich in half. **C** Now enjoy the tastiest sandwich ever!



**FS** The first sentence tells what will be explained.

**N** One sentence tells what a person needs to have on hand.

**CW** Connecting words show the order of the steps.

**D** Details help make the explanation clear.

**C** The concluding sentence wraps up the paragraph. Here, it tells the reader what to do once the snack is made.

## How-To Paragraph

Tell how to make your favorite snack.

It's easy to make \_\_\_\_\_.

You will need \_\_\_\_\_

\_\_\_\_\_

First, \_\_\_\_\_

\_\_\_\_\_

Next, \_\_\_\_\_

\_\_\_\_\_

Then, \_\_\_\_\_

\_\_\_\_\_

Finally, \_\_\_\_\_

\_\_\_\_\_

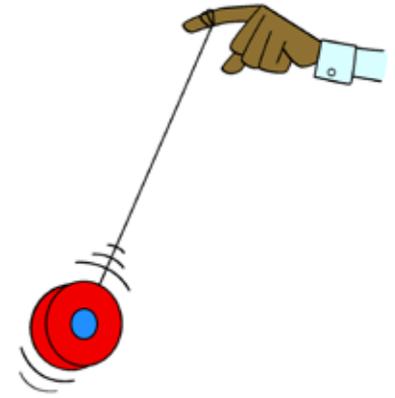
(concluding sentence)

\_\_\_\_\_

## How-It-Works Paragraph

**FS** Have you ever wondered how a yo-yo works?

**D** A yo-yo is like a wheel. **D** The string is wrapped around the center, or axle. When you release the yo-yo, **CW** the first thing that happens is that gravity pulls it down and the string unwinds. **D** The unwinding string makes the axle spin. **CW** Next, the string reaches the end, but the axle is still spinning. **CW** Then, the spinning axle grabs the string and starts to rewind it. **CW** Finally, the yo-yo comes back up as the string rewinds. **C** Now you know how a yo-yo works.

**FS**

The first sentence tells what is being explained.

**D**

Details explain the parts and help the reader "see" the object.

**CW**

Connecting words help tell what happens when.

**C**

The concluding sentence states what the reader just learned.

## How-It-Works Paragraph

Explain how something you like to play with works.

Have you ever wondered how a \_\_\_\_\_ works?

A(n) \_\_\_\_\_ is like a \_\_\_\_\_ .  
(one word that describes the toy)

When you \_\_\_\_\_ ,  
(play with it/use it)  
 the first thing that happens is \_\_\_\_\_

Next, \_\_\_\_\_

Then, \_\_\_\_\_

Finally, \_\_\_\_\_

\_\_\_\_\_ .  
(concluding sentence)

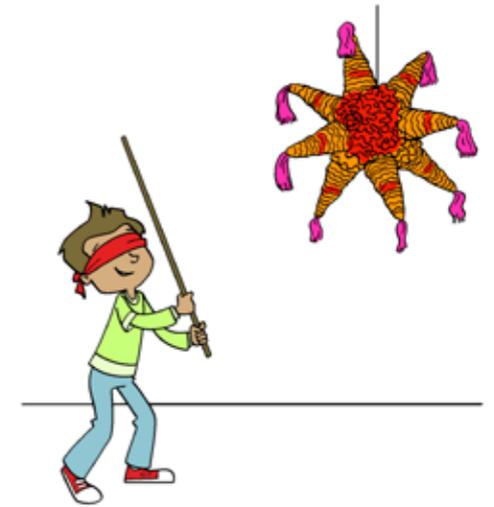
## How-To Essay

**I** The piñata game is great fun. To play, you'll need a piñata, some string, wrapped candy, a blindfold, and a stick. Always have an adult there to supervise the game and spin the players.

**CW** First, fill the piñata with the wrapped candy. You can also add some small toys and coins. **D** It's a good idea to have extra candy and toys to make sure each kid gets some.

**CW** Next, tie the piñata to something above your head. **D** If you're playing outside, you can hang it from a tree branch. **D** Don't hang it too high, or the kids won't be able to reach it. **CW** After that, spread a blanket or sheet under the piñata.

**CW** Then, have an adult blindfold the first player and hand them the stick. **D** Spin the player two to three times. **D** Point the person in the direction of the piñata.



**I** The introduction tells what will be taught and what the reader needs.

**CW** Connecting words and phrases show the order of the steps.

**D** Details make the steps clear. They can also explain why something is done a certain way.

Continued ►

**CW** Finally, let the player try to hit the piñata. **D** Each player should get two to three chances to hit the piñata. **D** When the piñata breaks, let the kids run in and grab the candy that has fallen to the ground.

**CP** Now you can play the piñata game at your next party. Just make sure there are a lot of goodies to share. Also, don't forget to have fun!

**CP**

The concluding paragraph wraps up the essay. Here, it tells what the reader has learned about having a piñata party.

# How-To Essay

Tell how to play your favorite game.

## INTRODUCTION

\_\_\_\_\_ is great fun. To play, you'll  
need \_\_\_\_\_.

## BODY

First, \_\_\_\_\_  
(details)

Next, \_\_\_\_\_  
(details)

After that, \_\_\_\_\_  
(details)

Then, \_\_\_\_\_  
(details)

Finally, \_\_\_\_\_  
(details)

## CONCLUSION

Now you can \_\_\_\_\_

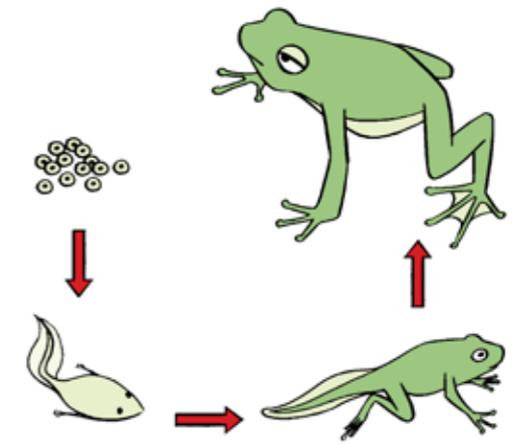
## How-It-Works Essay

**I** Have you ever wondered how a tadpole turns into a frog? It takes about 11 weeks for a frog to fully develop. The life cycle of a frog is a four-stage process.

**CW** First, a frog lays an egg. **D** A tadpole, or baby frog, grows inside the egg. When the tadpole has grown enough, the egg hatches.

**CW** Next, the tadpole attaches itself to a weed in the water. **D** The tadpole stays on the weed until it is big enough to swim. At this stage the tadpole looks more like a fish with a long tail and gills.

**CW** Then, the tadpole begins its biggest changes. **D** It starts to grow legs. The tail becomes smaller. It also starts growing lungs. The tadpole starts breathing air, and it is able to swim around more and catch food. Its lungs and legs continue to grow.



**I** The introduction states what will be explained.

**CW** Connecting words show the order of the steps.

**D** Details make the steps clear. They can also explain how or why something happens.

Continued ►

**CW** Finally, the tadpole becomes an adult frog. **D** It comes out of the water to live on land. The adult frog has lungs and four legs, and it no longer has a tail or gills.

**CP** There are four stages in the life cycle of a frog. It begins as a tadpole. A tadpole goes through many changes to become an adult frog. When the adult finds a mate and the female frog lays eggs, the cycle will start again.

**CP**

The concluding paragraph summarizes what the reader learned.

# How-It-Works Essay

Explain the life cycle of a plant or animal.

## INTRODUCTION

Have you ever wondered how \_\_\_\_\_ turns into \_\_\_\_\_ ?

\_\_\_\_\_ .  
(brief explanation of the time it takes and the number of stages)

## BODY

First, \_\_\_\_\_ .

\_\_\_\_\_ .  
(details)

Next, \_\_\_\_\_ .

\_\_\_\_\_ .  
(details)

Then, \_\_\_\_\_ .

\_\_\_\_\_ .  
(details)

Finally, \_\_\_\_\_ .

\_\_\_\_\_ .  
(details)

## CONCLUSION

\_\_\_\_\_ .  
(brief summary of the life cycle)

## Opinion Paragraph

**TS** I think that clowns are the scariest things on earth.

**R** The first reason is that they look weird. **D** They have huge mouths and awful wigs and giant feet. **R** Another reason is that clowns make strange sounds. **D** Some honk horns and others just whistle. Some just yell. **R** Finally, I think clowns are scary because they can act pretty crazy. **D** They hit each other over the head with giant hammers, or make things explode.

**C** If you ask me, clowns are the worst form of entertainment!



**TS** The topic sentence gives the writer's opinion.

**R** The opinion is supported with reasons.

**D** Details support reason.

**C** The concluding sentence can sum everything up or state the opinion in a new way.

## Opinion Paragraph

Explain your opinion on an important topic.

I think that \_\_\_\_\_.

The first reason is \_\_\_\_\_  
(details)

\_\_\_\_\_  
\_\_\_\_\_

Another reason is \_\_\_\_\_  
(details)

\_\_\_\_\_  
\_\_\_\_\_

Finally, \_\_\_\_\_  
(details)

\_\_\_\_\_  
\_\_\_\_\_

(concluding sentence)

\_\_\_\_\_  
\_\_\_\_\_

## Persuasive Essay

**I** I think that fourth graders should have cell phones. Although some people might not agree with me, several reasons support my opinion.

**R** My first reason is that cell phones can help keep kids safe. **E** If a kid gets lost or hurt, he or she can call a family member or 911. Many phones for kids are programmed with emergency numbers. This makes it easy for kids to quickly dial for help.

**R** Another reason cell phones are a good idea is that kids need to stay in touch with their families. **E** Today, kids are busy with schoolwork and afterschool activities. Often, parents have to work but still need to make sure their kids get to events or practices. If kids have cell phones, they can easily tell their parents if they are running late or don't need a ride. **CW** Also, parents can call their kids to remind them of where and when to meet them.



**I** The introduction tells the writer's opinion.

**R** Reasons support the opinion. The most important reason is first.

**E** Examples and details explain and support the reasons.

**CW** Connecting words help link ideas.

Continued ►

**R** Finally, kids can use cell phones to call their friends.

**E** It is important for kids to be social. Cell phones can help them do this.

**CP** Some people might argue that kids will use their cell phones too much and that cell phone bills are too high. However, my reasons show that it is important for kids to have cell phones to keep them safe and connected. If parents are worried about the cost, they can limit how often kids use their cell phones. But costs shouldn't keep a kid from staying safe and connected.

**CP**

The concluding paragraph states how some people may have a different opinion. It then shows why people should agree with the writer's opinion.

# Persuasive Essay

Should kids have curfews? Write an essay persuading the reader to agree with you.

## INTRODUCTION

I think that \_\_\_\_\_.

Although some people might not agree with me, several reasons support my opinion.

## BODY

My first reason is that \_\_\_\_\_.

(examples or details)

Another reason \_\_\_\_\_.

is that \_\_\_\_\_.

(examples or details)

Finally, \_\_\_\_\_.

(examples or details)

## CONCLUSION

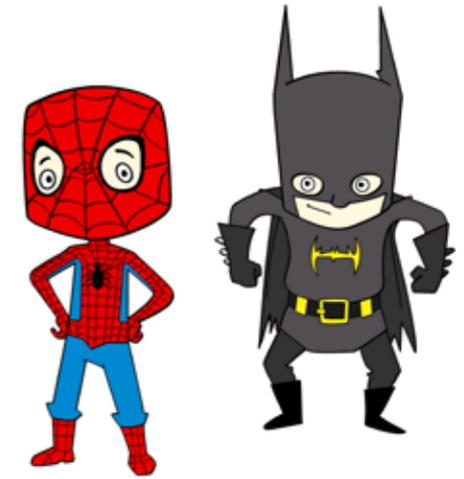
Some people might argue that \_\_\_\_\_.

However, my reasons show that \_\_\_\_\_.

(explanation of why readers should agree)

## Compare-and-Contrast Paragraph

**I** Batman and Spiderman have many similarities and differences. **CC** For example, they are both superheroes. **CC** They are also similar because no one really knows who they are. **CC** They both must put on special outfits when they fight crime. **CC** However, they are different because Batman doesn't actually have any superpowers. Spiderman, **CC** on the other hand, got his superpowers after he was bitten by a spider. **CC** Another difference is that Batman travels through the city in a Batmobile, while Spiderman shoots spider webs to leap across buildings. **C** Even though they have differences, their goal to make their cities safer makes them similar.



**I** The first sentence introduces the two things that will be compared and contrasted.

**CC** Certain words and phrases introduce examples or details that help make the comparison or contrast.

**C** The concluding sentence sums up the most important part of the comparison and contrast.

## Compare-and-Contrast Paragraph

Compare and contrast two friends, two family members, or two fictional characters.

\_\_\_\_\_ and \_\_\_\_\_  
(person or character) (person or character)

have many similarities and differences. For example, they are both \_\_\_\_\_.

They are also similar because \_\_\_\_\_.

They both \_\_\_\_\_.

However, they are different because \_\_\_\_\_  
(person or character)

\_\_\_\_\_ (detail)

\_\_\_\_\_, on the other hand, \_\_\_\_\_  
(person or character) (detail)

Another difference is that \_\_\_\_\_, while \_\_\_\_\_.

Even though they have differences, \_\_\_\_\_  
 \_\_\_\_\_ makes them similar.

## Compare-and-Contrast Essay 1

This essay compares and contrasts two holidays by first looking at their similarities and then their differences.

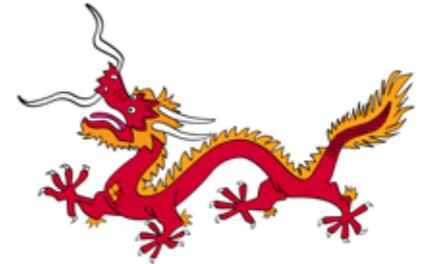
**I** The Chinese New Year and New Year's Eve are both holidays that mark the end of one year and the beginning of a new one. They have many similarities and differences.

**CC** They both include celebrations, traditions, and symbols.

**D** For example, for both, fireworks are set off to mark the changing year, and people celebrate with friends and families.

**CC** In addition, they are similar because people use this time to remember the past year and prepare for the new year.

**CC** However, they are different because New Year's Eve lasts only one day, while the Chinese New Year is celebrated for 15 days. **D** During that time, people clean their houses, pray, dress in special clothing, exchange presents, and have traditional dinners and celebrations.



**I** The introduction tells what is being compared and contrasted.

**CC** Certain words signal a comparison or contrast.

The second paragraph tells what the holidays have in common.

**D** Details help explain the similarity or difference. They can also give more examples.

The third paragraph tells what's different about the two holidays.

Continued ►

CC **Another difference is that** New Year's Eve is always on December 31, but the Chinese New Year begins in late January or early February.

CP There are differences between New Year's Eve and the Chinese New Year, but they do have a lot in common. Even though the holidays are at different times and of different lengths, they are both important to the people who celebrate them.

CP

The concluding paragraph draws conclusions about the two subjects.

# Compare-and-Contrast Essay 1

Compare and contrast two holidays or traditions. First, tell all the similarities. Then tell all the differences.

## INTRODUCTION

\_\_\_\_\_ and  
(subject)

\_\_\_\_\_ are both  
(subject)

(Explain what the subjects are.)

They have many similarities and differences.

## BODY

They both \_\_\_\_\_  
(explain similarities)

(examples or details)

In addition, they are similar because \_\_\_\_\_  
(examples or details)

However, they are different because \_\_\_\_\_,  
(explain differences)

while \_\_\_\_\_  
(examples or details)

Another difference is that \_\_\_\_\_

## CONCLUSION

(Explain the conclusion you've reached about the two holidays or traditions.)

## Compare-and-Contrast Essay 2

This essay compares and contrasts two subjects by telling about one subject first, and then the other.

**I** The Harry Potter books **and** the movies **have both** been amazingly popular. Fans line up for hours to be the first ones to read or see them. However, the books and the movies have their own strengths, and each does things the other can't.

**TS** **In the books,** we get to know the characters better. Each student and teacher and villain is described in detail.

**D** **For example,** Hagrid is a giant with a "shaggy mane of hair and a wild beard" and eyes like "black beetles." But he's gentle and has a soft spot for animals.

**CC** **In addition,** the plot in each book is very detailed.

**D** We get the history of Harry and the villain Voldemort. Journals and the Pensieve show what happened in the past and provide clues about the future.



**I** The introduction states the two subjects being compared and contrasted.

**TS** In each paragraph, the topic sentence tells the main idea.

**D** Details and examples support the topic sentence.

The second and third paragraphs tell about the first subject.

Continued ►

**TS** In the movies, you don't get as much detail. **CC** On the other hand, it's wonderful to see the characters and settings come to life. **D** Hogwarts looks amazing. Diagon Alley and Gringotts look better than I ever imagined them. **CC** Plus, watching a Quidditch match take place is really exciting!

**CP** The Harry Potter books and movies are both wonderful. They just offer different things. Fans of the series will enjoy both the books and the movies for different reasons.

**CC**

Certain words link ideas and signal comparisons or contrasts.

The fourth paragraph tells about the second subject.

**CP**

The concluding paragraph wraps up the essay. It draws a conclusion about the two subjects.

## Compare-and-Contrast Essay 2

Write an essay comparing and contrasting a book that was made into a movie. First tell about the book, then the movie.

### INTRODUCTION

\_\_\_\_\_ and \_\_\_\_\_ are both  
(book title) (movie title)

\_\_\_\_\_ .  
(details)

### BODY

In the book, \_\_\_\_\_ .  
(statement about characters or what happens)

For example, \_\_\_\_\_ .

In addition, \_\_\_\_\_ .  
(another statement about characters or what happens)

In the movie, \_\_\_\_\_ .

On the other hand, \_\_\_\_\_ .  
(details)

Plus, \_\_\_\_\_ .

### CONCLUSION

\_\_\_\_\_ and \_\_\_\_\_  
(book title) (movie title)

have (are) both \_\_\_\_\_ .

\_\_\_\_\_ .  
(Draw a conclusion about the two subjects.)

## Cause-and-Effect Paragraph 1

In this paragraph, the writer tells about one cause with several effects.

**TS** I once lied to my parents about my science homework. I told them I didn't have any homework so I could go to the movies. Several bad things happened as a result.

**E** First, I had nothing to turn in to the teacher the next day.

**E** Another thing that happened was I got an *F* on the next science test. **D** Because I failed, my teacher wrote a note to my parents. **D** My parents were very disappointed in me.

**E** Finally, I got grounded. **C** I learned that telling a lie isn't worth all the negative effects.



**TS** The topic sentence introduces the cause.

**E** Each effect is explained.

**D** Details help the reader understand how the cause affected other people.

**C** The concluding sentence tells what the writer learned.

## Cause-and-Effect Paragraph 1

What happens when one of your actions affects someone or something else? Write a paragraph explaining the effects.

I once \_\_\_\_\_  
(explanation, or cause)  
\_\_\_\_\_ happened as a result.

First, \_\_\_\_\_  
(effect)  
\_\_\_\_\_

Another thing that happened was \_\_\_\_\_  
(effect)  
\_\_\_\_\_  
\_\_\_\_\_  
(details)

Finally, \_\_\_\_\_  
(effect)  
\_\_\_\_\_

I learned that \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Cause-and-Effect Paragraph 2

In this paragraph, the writer tells about one effect with several causes.

**TS** There are several reasons why my older brother and I get into fights. **R** One reason is that he teases me about being short. **R** Another reason is that he doesn't want me hanging around when he's with his friends because he thinks I'm not cool enough. **R** Finally, he doesn't let me borrow anything that belongs to him. **D** He thinks I'll lose something or break it. **C** I love my brother, but sometimes we just don't get along.



**TS** The topic sentence introduces the effect.

**R** Each reason, or cause, is explained.

**D** Detail helps explain the reason.

**C** The concluding sentence summarizes the problem.

## Cause-and-Effect Paragraph 2

Explain the effects of an event or problem in your life.

There are several reasons why \_\_\_\_\_  
(event, problem, or effect)

One reason is that \_\_\_\_\_  
(cause)

Another reason is that \_\_\_\_\_  
(cause)

Finally, \_\_\_\_\_  
(cause)

\_\_\_\_\_  
(details)

\_\_\_\_\_  
(concluding sentence)

## Cause-and-Effect Essay

In this essay, the writer tells about one cause and several effects.

**I** I want to explain the effects of too much texting on people my age. It is important to understand these effects because texting can affect many different parts of our lives.

**TS** One effect is that texting can lead to bad grades.

**E** For example, some kids my age try to text during class or while they are doing their homework. When this happens, they are not paying attention or learning. They are only thinking about the messages that friends might send them.

**TS** In addition, texting can have a bad effect on our health. **E** Some people my age text so much, they injure their thumbs and need serious medical help. Also, some people text late into the night. When they don't get enough sleep, they can become run-down or even sick.



**I** The first paragraph states what the writer will cover in the essay.

**TS** Each topic sentence states one effect.

**E** Examples and details support the topic sentence or help explain the effect.

Continued ►

**TS** One other effect of texting **is** on our social lives.

**E** Texting is great because it keeps people connected. But it can also lead to rudeness. Instead of talking to the people we're with, we ignore them in order to text others. Sometimes, it seems like we have forgotten how to talk!

**CP** Now that you understand the effects of texting, **you can see that** it can really lead to problems. It is a great way to communicate. However, people should not text too much because it can be a distraction and it can cause physical pain.

**CP**

The concluding paragraph summarizes the points made in the essay.

## Cause-and-Effect Essay

Tell about the positive or negative effects of playing video games or surfing the Internet.

### INTRODUCTION

I want to explain the effects of \_\_\_\_\_ .

It is important to understand these effects because \_\_\_\_\_ .

### BODY

One effect is \_\_\_\_\_  
(examples or details)

In addition, \_\_\_\_\_  
(examples or details)

One other effect of \_\_\_\_\_ is \_\_\_\_\_ .

(examples or details)

### CONCLUSION

Now that you understand the effects of \_\_\_\_\_ ,

you can see that \_\_\_\_\_ .

## Problem-Solution Paragraph

**I** Waking up on time has always been a problem for me.  
**I would like to solve this problem because** I get in trouble  
 when I'm late for school. There are several things I could do.  
**S** To begin with, I could set my alarm earlier. **R** This will give  
 me more time to wake up. **S** I could also set more than one  
 alarm or ask a friend to call me in the morning. **S** Finally, to  
 make sure I wake up on time I could go to bed earlier.  
**R** Getting more sleep will make me less tired in the morning.  
**C** All of these solutions will work, but going to bed earlier  
might be the best solution.



**I** The first two sentences introduce the problem and why it needs to be solved.

**S** Other sentences present a solution.

**R** Some sentences give reasons why the solutions will work.

**C** The concluding sentence explains which solution is best.

## Problem-Solution Paragraph

What do you want to improve about yourself? Write a paragraph explaining some solutions to that problem.

\_\_\_\_\_ .  
(explanation of problem you have)

\_\_\_\_\_ has always been a problem for me.

I would like to solve this problem because \_\_\_\_\_ .

There are several things I could do. To begin with, I could \_\_\_\_\_ .  
(solution)

\_\_\_\_\_ .  
(reason this solution will work)

I could also \_\_\_\_\_ .

Finally, to \_\_\_\_\_ .  
(restate the problem)

I could \_\_\_\_\_ .

All of these solutions will work, but \_\_\_\_\_ .

\_\_\_\_\_ might be the best solution.

## Problem-Solution Essay

**I** Littering is a problem in our parks. It is important to solve this problem because we need a clean place to relax and have fun. There are three things we can do.

**S** To begin with, we can put more garbage cans and recycling bins in the park. **R** This will help because people will have a place to put their trash. Right now there aren't enough cans and bins, so people just throw their trash on the ground.

**S** We can also put up signs saying people will be fined for littering. **R** People don't like to pay fines. This will make people look for garbage cans or take their trash with them.

**S** Finally, to solve this problem we can start a neighborhood clean-up program. Every week volunteers can go to parks and clean up litter. **R** This might be the best solution because it won't cost any money. People will realize



**I** The introduction tells what the problem is.

**S** One solution is explained in each paragraph.

**R** A reason why each solution will work is given.

Continued ►

it is easier and quicker to throw away their garbage than to clean it up later. **CW** Also, these volunteers will make sure other people don't litter so they don't have as much to clean up.

**CP** As I have shown, littering is a problem we must solve. These solutions may cost some money or time, but they will solve the problem. Isn't having clean parks to play in worth a little bit of time and money?

**CW**

Connecting words help link ideas.

**CP**

The concluding paragraph restates the problem and why solving it is important.

## Problem-Solution Essay

Write about a solution for a problem in your neighborhood.

### INTRODUCTION

\_\_\_\_\_ is a problem in our \_\_\_\_\_ .

It is important to solve this problem because \_\_\_\_\_  
 \_\_\_\_\_ . There are three things we can do.

### BODY

To begin with, we can \_\_\_\_\_ .  
(solution)

This will help because \_\_\_\_\_ .  
(reason this solution will work)

We can also \_\_\_\_\_ .

Finally, to solve this problem we can \_\_\_\_\_ .

This might be the best solution because \_\_\_\_\_ .

### CONCLUSION

As I have shown, \_\_\_\_\_ is  
 a problem we must solve. These solutions may \_\_\_\_\_ ,  
 but \_\_\_\_\_ .

## What I Learned Paragraph

Write about something you've learned at school, from reading, or from watching TV.

I just learned about \_\_\_\_\_

\_\_\_\_\_

The most important thing I learned was \_\_\_\_\_  
(important fact or detail)

\_\_\_\_\_

I also found out that \_\_\_\_\_  
(other facts or details)

\_\_\_\_\_

Another important idea was \_\_\_\_\_

\_\_\_\_\_

I'm glad I learned this because \_\_\_\_\_  
(Explain the importance of what you learned.)

\_\_\_\_\_

\_\_\_\_\_

# Wish Essay

Write an essay about something you wish you could have or do.

## INTRODUCTION

If I could wish for anything in the world, I would wish for \_\_\_\_\_

I would wish for this because \_\_\_\_\_

## BODY

If I had my wish, I would \_\_\_\_\_  
(details/reasons)

I also would \_\_\_\_\_

because \_\_\_\_\_  
(details/reasons)

## CONCLUSION

(Summarize and draw conclusions.)

## Goal Essay

Write about a goal you have for yourself.

### INTRODUCTION

My goal is to \_\_\_\_\_ .

I want to do this because \_\_\_\_\_ .

I can achieve my goal by doing several things.

### BODY

First, I can \_\_\_\_\_ .  
(example)

This would help me reach my goal because \_\_\_\_\_ .

I can also \_\_\_\_\_ .  
(example)

Finally, \_\_\_\_\_ .  
(example)

This is important because \_\_\_\_\_ .

### CONCLUSION

As you can see, there are many things I can do to \_\_\_\_\_ .

\_\_\_\_\_ . By making a plan, I know I can reach my goal.

## Field Trip Essay

Write about a field trip you once took.

### INTRODUCTION

\_\_\_\_\_, I visited \_\_\_\_\_ with my \_\_\_\_\_ .  
(when)

\_\_\_\_\_  
(brief explanation of the place)

I enjoyed our trip and learned many interesting things.

### BODY

First, I discovered that \_\_\_\_\_ .  
(details)

I also learned that \_\_\_\_\_ .  
(details)

Finally, \_\_\_\_\_ .  
(details)

### CONCLUSION

I learned many things when I went to \_\_\_\_\_ .

But the main reason I enjoyed the trip was because \_\_\_\_\_ .

Someday, I hope you have a chance to visit \_\_\_\_\_ .

\_\_\_\_\_, too.

## Career Essay

Write about a job you'd like to have when you grow up.

### INTRODUCTION

When I grow up, I want to be a (an) \_\_\_\_\_ .

I think this is an important and interesting career for many reasons.

### BODY

First, I want to be a (an) \_\_\_\_\_ because

(details)

I also think this job would be \_\_\_\_\_

because \_\_\_\_\_  
(details)

Another reason I want to be a (an) \_\_\_\_\_

is \_\_\_\_\_  
(details)

### CONCLUSION

There are many things I could be when I grow up. My number one choice for a career is \_\_\_\_\_

because \_\_\_\_\_

# Fiction Summary

Write about a fictional story you've read or heard.

## INTRODUCTION

\_\_\_\_\_ by \_\_\_\_\_  
(title) (author)

takes place in/at \_\_\_\_\_ .

It is a story about \_\_\_\_\_ .

## BODY

The main character of the story is \_\_\_\_\_ .

He (She) is \_\_\_\_\_ .

The main conflict of the story is \_\_\_\_\_ .

Some of the other characters are \_\_\_\_\_ .

They are important to the story because \_\_\_\_\_ .

\_\_\_\_\_ .

There are several key events in \_\_\_\_\_  
(title)

\_\_\_\_\_ .

Continued ►

**Continued**

First, \_\_\_\_\_ .

Then, \_\_\_\_\_ .

Also, \_\_\_\_\_ .

At the end of the story, \_\_\_\_\_ .

**CONCLUSION**

I think \_\_\_\_\_ is  
(title)

\_\_\_\_\_ because

In addition, \_\_\_\_\_ .

I \_\_\_\_\_ it to anyone who \_\_\_\_\_  
(recommend/do not recommend)