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Welcome!



Thank you...

- 1) for joining Part 3 of our Short Essay Writing Workshop
- 2) For sending me your essays!

## Session 1

- Personal Opinion/persuasion essay
- Learned the R.A.C.E.S. model

## Session 2

- Opinion/persuasion essay that uses the R.A.C.E.S. model and **cites evidence**
- Checklists to help you write

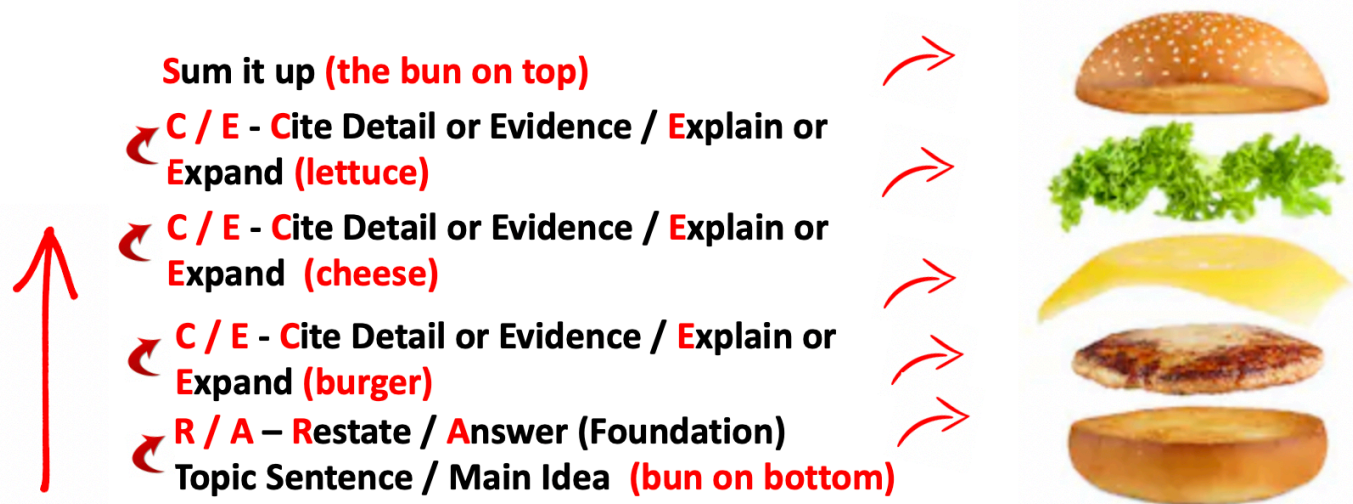
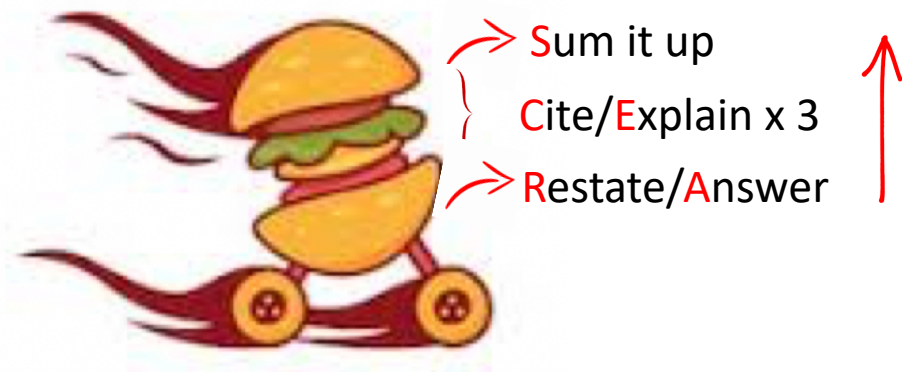
## Session 3

- Short essays that use the R.A.C.E.S. model and cite evidence
- More complex essays; citing evidence from 2 sources





## Burger R.A.C.E.S.



# Review - R.A.C.E.S. is the essay MODEL

**Passage:** Little Miss Muffet sat on a tuffet eating her curds and whey, along came a spider who sat down beside her and frightened Miss Muffet away. **Writing Prompt:** How did Miss Muffet feel when a spider came along and interrupted her meal?

**R**estate the question (topic sentence)

**A**nswer the question

**R/A** Miss Muffet was afraid when the spider came along and interrupted her meal.

**C**ite evidence or details to support your answer

**E**xplain why the evidence or details support to your answer

**C/E** According to the passage, Miss Muffet was “frightened” when the spider sat down. This is important because the text actually describes her as feeling “frightened,” so we know she was afraid.

**C/E** At the end, the passage says that Miss Muffet literally ran away upon seeing the spider. This illustrates that Miss Muffet was afraid, as she would not have run away otherwise.

**S**um it up (conclusion)

**S** In conclusion, Miss Muffet was afraid when the spider came along and interrupted her meal.





# Sentence Starters

## R.A.C.E.S.

### To cite evidence/details:

- For example...
- Another example...
- According to the passage...
- According to the text...
- The author describes...
- The author implies...
- The author's words show...
- According to \_\_\_\_, author of \_\_\_\_...
- The text says...
- Early in the text readers learn...
- Later, after..., the text says...
- At the end of the story...
- The reader can infer from (this detail) that...

*According to the passage, Miss Muffet was "frightened" when the spider sat down. This is important because the text actually describes her as feeling "frightened," so we know she was afraid. At the end, the passage says that Miss Muffet literally ran away upon seeing the spider. This illustrates that Miss Muffet was afraid, as she would not have run away otherwise.*

## R.A.C.E.S.

### To explain/add insight:

- This demonstrates that...
- This means...
- In other words...
- This supports the idea that...
- Because...
- This illustrates...
- This shows that...
- This is important because...
- This connects to...
- This reveals...

## R.A.C.E.S.

### To sum up your answer (link back to your opening):

- In conclusion...
- Therefore...
- For these reasons...
- In general...
- In summary...
- In closing...
- So as you can see...
- So you can see, when people work together, anything is possible!



# Review Example That Cites Evidence

## Sacagawea

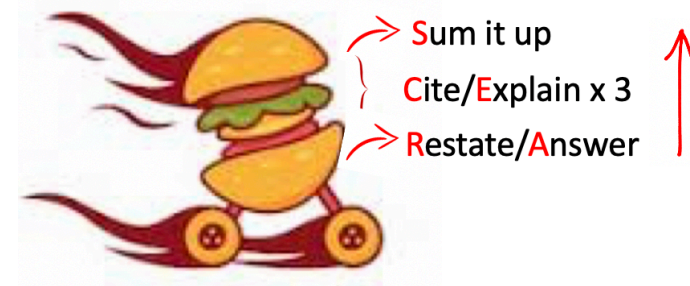


Sacagawea was born in 1788 to the chief of the Shoshone tribe in Idaho. At the age of 12, she was kidnapped by an enemy tribe, the Hidatsa Indians. She was then sold to a French-Canadian trapper who made her his wife.

She and her husband lived in what is now North Dakota. In 1804 Meriwether Lewis and William Clark arrived. They were exploring the western lands of the United States. They also hoped to find a path to the Pacific Ocean. They asked Sacagawea to join them so that she could translate their English words into the Shoshone language. She was the only woman on the team of explorers.

On the journey, Sacagawea had her first baby. Even though she had to carry her son on the expedition, she was very helpful to Lewis and Clark. She knew how to find plants that they could eat as food. One time she was on a boat that started to sink, but she saved supplies and important papers. Later she helped Lewis and Clark buy horses from a tribe that spoke her language.

**Writing Prompt:** What is your opinion of Sacagawea? What kind of person was she? Cite 3 pieces of evidence to support your opinion.



Sum it up

Cite/Explain x 3

Restate/Answer

R/A In my opinion, Sacagawea was a brave person.

C/E1 C The author tells us that she was kidnapped by her tribe's enemies at age 12. E That must have been scary. But she kept going. This proves she was brave.

C/E2 C According to the text, she handled many hardships at a young age. She was sold to a French-Canadian trapper who made her his wife at the age of 12. Six years later, she joined Lewis and Clark's expedition as the only woman in a team of explorers. She even had a baby on her journey. E It must have taken great courage to handle so much difficulty at such a young age.

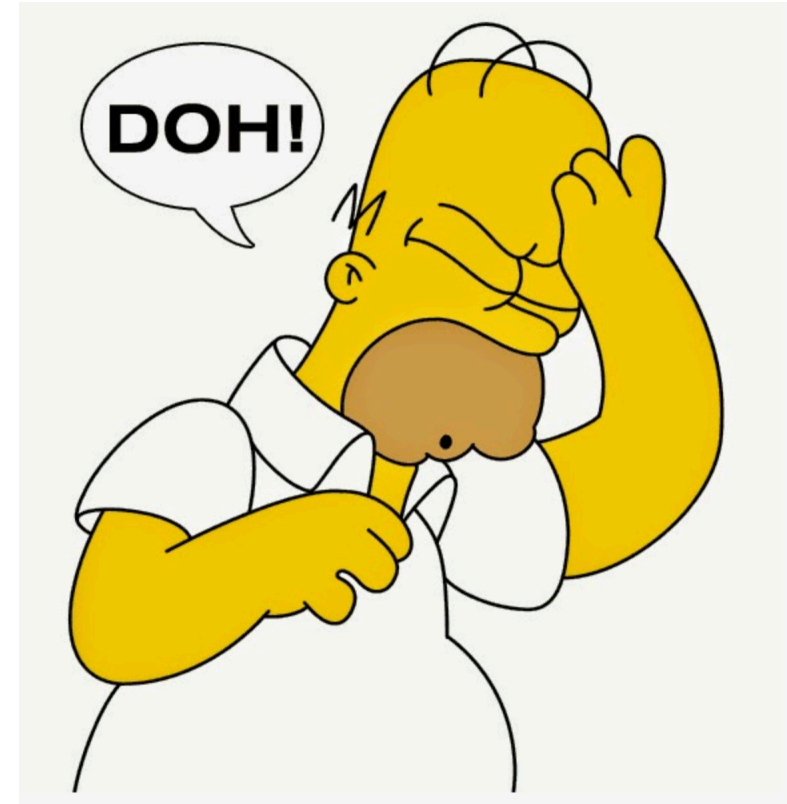
C/E3 C The passage says she did many things to help Lewis and Clark. She found them food, saved their things from sinking on a boat, and helped them buy horses. E These gutsy actions support the idea that she was brave.

S For these reasons, I believe Sacagawea was a courageous girl.



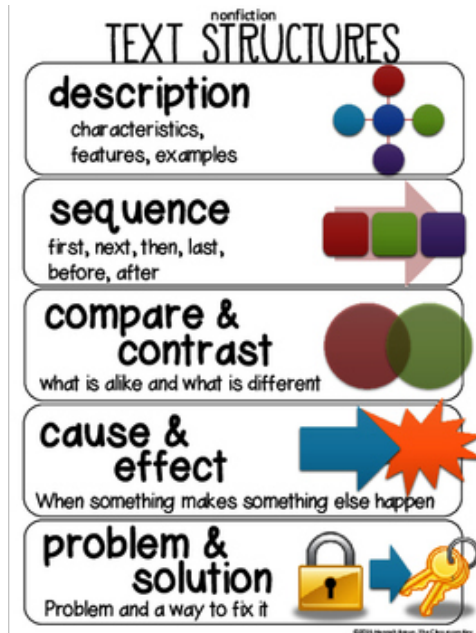
# Watch Out for These Common Mistakes

- Choose your **Cite/Explain** points carefully. Cite **ONE** point at a time and then explain it. **Do not cite every possible reason** that is in the passage.
- **Cite/Explain** If you cite **exact wording** from the passage, be sure to put those words in **quotes**.
- **Cite/Explain** When citing, an alternative to restating the words in the passage is to **summarize** what it says in your own words.
- Use the **Cite/Explain** part to **show your own thinking**. Say why that piece of evidence proves your point in your own words.
- **To indent or not to indent.** If the essay is long – more than 6 total sentences, then indent each of your 5 paragraphs instead of 1 big paragraph. One big paragraph can make it hard for the reader to distinguish the points you are making.



- **Follow the instructions** in the writing prompt!

# Types of Writing Prompts



**Description:** Describe/Explain/Identify the process George De Menstral used to invent Velcro. Use 2 details in the text in your answer. (showing understanding)

**Sequence:** Discuss the sequence of events that took place before Post-Its came into being. Use 2 details in the text in your answer. (showing understanding)

**Compare and Contrast:** Compare and contrast how Velcro and Post-It Notes were invented. Use 3 details in the text in your answer. (analysis/thinking)

**Cause and Effect:** What event caused each of these inventions to come into being? Use 3 details in the text in your answer. (analysis/thinking)

**Problem and Solution:** Describe the problem each inventor was trying to solve when they discovered how to use their invention? How did the invention solve the problem? Use 3 details in the text in your answer. (analysis/thinking)

**Argue:** Which is the more important invention, Velcro or Post-It Notes? Defend your choice by citing 2 details in the text. (analysis/thinking)





# Compare and Contrast

## Similarities (Compare)

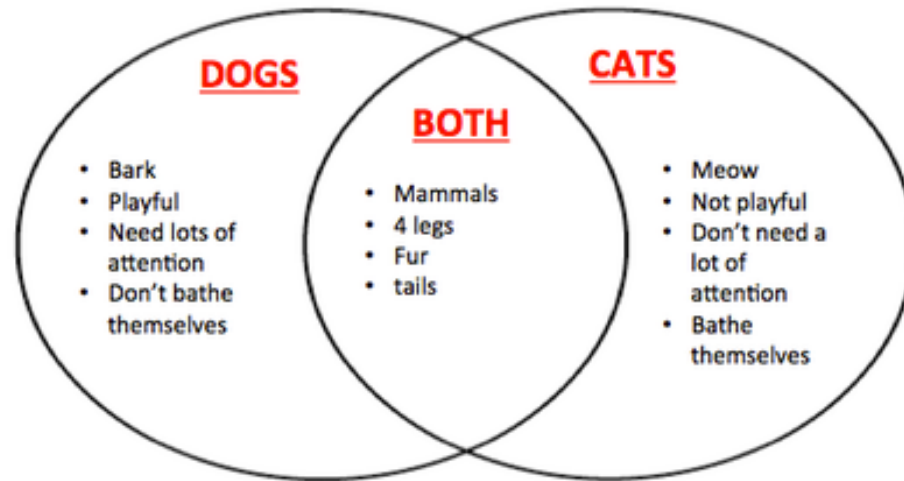
- Mammals
- 4 legs
- Fur
- Tails

**Prompt:** Compare and contrast dogs and cats.

## Differences (Contrast)

- Sounds they make
- Personality
- Needs for attention
- Ability to bathe self

## Venn Diagrams



**Tip:** When writing a compare/contrast essay, sometimes it helps to create a Venn diagram.



# Compare and Contrast

You might write about similarities and differences in:

- Face shape
- Color of hair/fur
- Expressions
- Features
- Abilities



**Prompt:** Compare and Contrast these participants in a pet look-alike contest.

**Compare + Contrast Essays**

**2+ Topics**

Topic 1    Topic 2

differences →    ← differences

↑ similarities

**Comparing words**

as    like    similarly    too    same

also    alike    both    in common

**Contrasting words**

alternately    however    but    although

opposed    instead    contrary    yet

on the other hand    where as    while

**4+ Paragraphs**

Section 1) Introduction

Section 2) Comparisons - similarities

Section 3) Contrasts - differences

Section 4) Conclusion





## Student Short Response Question Checklist

- I carefully read the question/prompt and made sure I understood what it was asking before writing my answer.
- R – I **RESTATED** the question
- A – I **ANSWERED** the question
- C – I included **TEXT DETAIL #1** to support my answer – “According to the passage...”
- E – I explained what **TEXT DETAIL #1** means – “This means...”
- C – I included **TEXT DETAIL #2** to support my answer – “For example...”
- E – I explained what **TEXT DETAIL #2** means – “This proves...”
- S - I ended with a **CONCLUDING SENTENCE** that referred back to the question/prompt – “In conclusion...”

- I proofread my response and made sure I followed the R.A.C.E.S. model
- I answered every part of the question that was asked
- I used sentence starters for citing text and explaining meaning
- I indented my paragraphs, checked spelling and capitalizations



# How Short Essays Get Graded

## 2-Point Rubric—Short Response

Score	Response Features
2 Points	<p>The features of a 2-point response are</p> <ul style="list-style-type: none"><li>• Valid inferences and/or claims from the text where required by the prompt</li><li>• Evidence of analysis of the text where required by the prompt</li><li>• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt</li><li>• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt</li><li>• Complete sentences where errors do not impact readability</li></ul>
1 Point	<p>The features of a 1-point response are</p> <ul style="list-style-type: none"><li>• A mostly literal recounting of events or details from the text as required by the prompt</li><li>• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt</li><li>• Incomplete sentences or bullets</li></ul>
0 Points*	<p>The features of a 0-point response are</p> <ul style="list-style-type: none"><li>• A response that does not address any of the requirements of the prompt or is totally inaccurate</li><li>• A response that is not written in English</li><li>• A response that is unintelligible or indecipherable</li></ul>



# How Longer Essays Get Graded

## Grade 3 Extended-Response Rubric

- Every state and grade level has its own writing rubric – requirements get more complex with each grade level
- Grades 4 – 8 are paired texts

New York State Grade 3 Writing Evaluation Rubric

CRITERIA	CCLS	SCORE				
		4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0* Essays at this level:
<b>CONTENT AND ANALYSIS:</b> the extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text	W.2 R.1-9	—clearly introduce a topic in a manner that follows logically from the task and purpose  —demonstrate comprehension and analysis of the text	—clearly introduce a topic in a manner that follows from the task and purpose  —demonstrate grade-appropriate comprehension of the text	—introduce a topic in a manner that follows generally from the task and purpose  —demonstrate a confused comprehension of the text	—introduce a topic in a manner that does not logically follow from the task and purpose  —demonstrate little understanding of the text	—demonstrate a lack of comprehension of the text or task
<b>COMMAND OF EVIDENCE:</b> the extent to which the essay presents evidence from the provided text to support analysis and reflection	W.2 R.1-8	—develop the topic with relevant, well-chosen facts, definitions, and details throughout the essay	—develop the topic with relevant facts, definitions, and details throughout the essay	—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant	—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant	—provide no evidence or provide evidence that is completely irrelevant
<b>COHERENCE, ORGANIZATION, AND STYLE:</b> the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3 L.6	—clearly and consistently group related information together  —skilfully connect ideas within categories of information using linking words and phrases  —provide a concluding statement that follows clearly from the topic and information presented	—generally group related information together  —connect ideas within categories of information using linking words and phrases  —provide a concluding statement that follows from the topic and information presented	—exhibit some attempt to group related information together  —inconsistently connect ideas using some linking words and phrases  —provide a concluding statement that follows generally from the topic and information presented	—exhibit little attempt at organization  —lack the use of linking words and phrases  —provide a concluding statement that is illogical or unrelated to the topic and information presented	—exhibit no evidence of organization   —do not provide a concluding statement
<b>CONTROL OF CONVENTIONS:</b> the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—are minimal, making assessment of conventions unreliable

- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, or incoherent should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

# How Longer Essays Get Graded

## 4 – 5 Extended-Response Rubric

- Every state and grade level has its own writing rubric – requirements get more complex with each grade level
- Grades 4 – 6 are paired texts
- Control of Conventions – make sure you edit! They are less forgiving in higher grades.

New York State Grades 4–5 Writing Evaluation Rubric

CRITERIA	CCLS	SCORE				
		4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0* Essays at this level:
<b>CONTENT AND ANALYSIS:</b> the extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text	W.2 R.1–9	—clearly introduce a topic in a manner that follows logically from the task and purpose —demonstrate insightful comprehension and analysis of the text(s)	—clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate comprehension and analysis of the text(s)	—introduce a topic in a manner that follows generally from the task and purpose —demonstrate a literal comprehension of the text(s)	—introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text(s)	—demonstrate a lack of comprehension of the text(s) or task
<b>COMMAND OF EVIDENCE:</b> the extent to which the essay presents evidence from the provided text to support analysis and reflection	W.2 R.1–8	—develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustain the use of varied, relevant evidence	—develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustain the use of relevant evidence, with some lack of variety	—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant —use relevant evidence with inconsistency	—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant	—provide no evidence or provide evidence that is completely irrelevant
<b>COHERENCE, ORGANIZATION, AND STYLE:</b> the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3 L.6	—exhibit clear, purposeful organization —skillfully link ideas using grade-appropriate words and phrases —use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary —provide a concluding statement that follows clearly from the topic and information presented	—exhibit clear organization —link ideas using grade-appropriate words and phrases —use grade-appropriate precise language and domain-specific vocabulary —provide a concluding statement that follows from the topic and information presented	—exhibit some attempt at organization —inconsistently link ideas using words and phrases —inconsistently use appropriate language and domain-specific vocabulary —provide a concluding statement that follows generally from the topic and information presented	—exhibit little attempt at organization, or attempts to organize are irrelevant to the task —lack the use of linking words and phrases —use language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement that is illogical or unrelated to the topic and information presented	—exhibit no evidence of organization —exhibit no use of linking words and phrases —use language that is predominantly incoherent or copied directly from the text(s) —do not provide a concluding statement
<b>CONTROL OF CONVENTIONS:</b> the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—are minimal, making assessment of conventions unreliable

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, or incoherent should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

\* Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).

Source: Educator Guide to the 2018 Grade 3 – 8 ELA Tests



## Inventing Velcro

In 1948, George De Menstral, a Swiss engineer, got the idea for Velcro after taking a walk with his dog. He noticed that cockleburs had attached themselves to his clothing and his dog's fur. He wondered how they attached themselves so tenaciously.

De Menstral observed the burrs under a microscope. He saw that each one was covered with hooks that looked like a monster's mouth of spiked fangs. The hooks grabbed anything that had a loop – clothing fiber, animal fur, human hair. The common burr was a natural “hook and loop fastener.” De Menstral spent 10 years and \$150,000 of his own money perfecting his invention of material containing hook and loop fasteners that could temporarily stick a variety of materials together. He patented the idea in 1955, and opened his own business selling it.

At first, the product was not a hit. People weren't sure how to use it. Finally NASA used it to keep objects attached to walls while floating in orbit. Suddenly, the invention was a hit.

Today you can find Velcro everywhere as an inexpensive yet effective removable fastener. It can be used on fabrics, clothing, walls, electrical cords, sporting equipment, office and medical equipment and in the aircraft and automotive industries.

## Inventing the Post-It Note

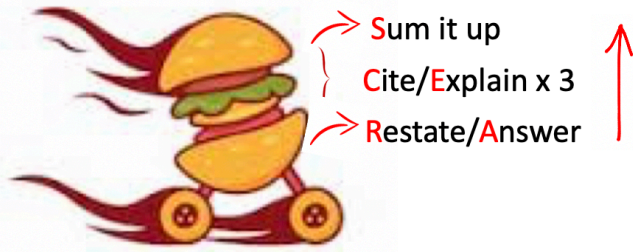
The post-it note was invented by accident. In 1968, Dr. Spencer Silver, a chemist at 3M Company, invented a low-tack adhesive that would stick to things but could be repositioned multiple times. He was trying to invent a super-strong adhesive, but he came up with a super-weak one instead. For the next 5 years, he promoted his new invention to his team at 3M, but no one could figure out how to use it.

In 1974, Art Fry, a colleague of Dr. Silver's at 3M was singing in his church choir. He became frustrated when the bookmark in his hymnal kept falling out. He remembered Dr. Silver's adhesive and tried some on his bookmark. It worked perfectly! It stayed in place but could be reattached on other pages with no harm. Fry decided to try Dr. Silver's adhesive on small paper notes. To make the notes, he and his team used some leftover light-yellow scrap paper they had on hand.

They named the product Post-it Notes and soon the light yellow “stickies” were one of the most popular office products in the world. Today, Post-It Notes are used as a handy temporary, disposable office accessory that can be used as bookmarks, to jot notes on, as temporary file labels, coasters, love notes, project organizers and more.

# Essay Example – Compare and Contrast

**Writing Prompt:** Compare and contrast how Velcro and Post-it Notes were invented? Use two details from the texts in your answer.



**R/A** The invention of Velcro and Post-It Notes came about in ways that are alike and in ways that are different.

**C/E1 C** According to the text, both products came about by accident. George De Menstral got the idea for Velcro purely by chance after walking his dog and seeing how cockleburrs attached to his dog’s fur. After studying them under the microscope, he came up with Velcro based upon the natural properties of the cocklebur. Post-It Notes were invented when Dr. Spencer Silver was trying to create a super-strong glue. But he unintentionally developed a super-weak glue. No one knew what to do with his new invention

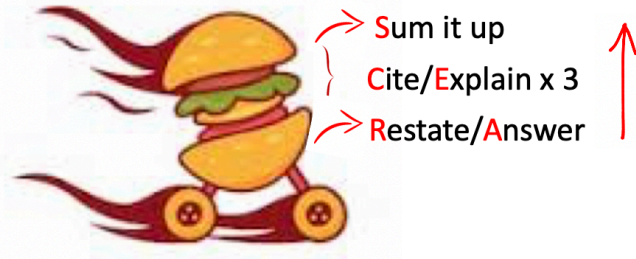
until a co-worker tried the glue on a bookmark to help it stick to the pages of a hymnal. **E** In both cases, the inventors had the same experience of not setting out to create their invention but stumbling upon it by chance.

**C/E2 C** Later, the passages tell us that Velcro was invented by one person, while Post-it Notes were created by a team of people at 3M. With Velcro, the inventor “spent 10 years and \$150,000 of his own money perfecting his invention.” We also learn in the text that the inventor of the Post-it Note glue “and his team” couldn’t “figure out how to use it.” After they did come up with an idea for use, it was the co-inventor and his team that created the notes that the glue was used on. **E** Although one invention was the due to the efforts of one individual, the other was credited to a team of co-workers at a big company.

**S** So as you can see, while these inventions are similar in that they were “accidental”, they are also different because one came about from a single person and the other was the result of a team effort.



**Writing Prompt:** Write an essay that describes how the two inventions in these articles are similar and how they are different. Use two details from the texts in your answer.



**R/A R** While Velcro and Post-It Notes are **both** products that help things stick together temporarily, one product is mainly designed to stick to paper, **yet** the other can stick to many other materials and hold them together.

**C/E1 C** According to the text, Velcro is “an inexpensive yet effective removable fastener” and Post-It Notes are a “handy, temporary, disposable office accessory.” **E** This illustrates that these inventions are **alike** in that they **both** stick things together temporarily. One invention uses “super-weak” glue, the other uses “hook and loop fasteners,” but they have **in common** the goal of fastening things together impermanently.

**C/E2 C** The passages also tell us that **while** Velcro can be used on “fabrics, clothing, walls, electrical cords, sporting equipment, office and medical equipment, in the aircraft and automotive industries,” **alternatively**, Post-It Notes mostly do their reattaching job on paper products such as “bookmarks, to jot notes on, as temporary file labels, and more.” **E** This supports the **idea that** there is a big **contrast** between these two products in that Velcro is more versatile in the materials it temporarily sticks together than Post-It Notes.

**S** In conclusion, Velcro and Post-It Notes have the **same** purpose of sticking things together temporarily, **but** they differ in the types of materials they are designed to stick to, with Velcro sticking to more materials than Post-It Notes.



## The Ant and the Grasshopper

In a field one summer's day a Grasshopper was hopping about, chirping and singing to its heart's content. An Ant passed by, bearing along with great toil an ear of corn he was taking to the nest.

"Why not come and chat with me," said the Grasshopper, "instead of toiling and moiling in that way?"

"I am helping to lay up food for the winter," said the Ant, "and recommend you to do the same."

"Why bother about winter?" said the Grasshopper; we have got plenty of food at present."

But the Ant went on its way and continued its toil.

When the winter came the Grasshopper had no food and found itself dying of hunger, while it saw the ants distributing every day corn and grain from the stores they had collected in the summer. Then the Grasshopper knew:

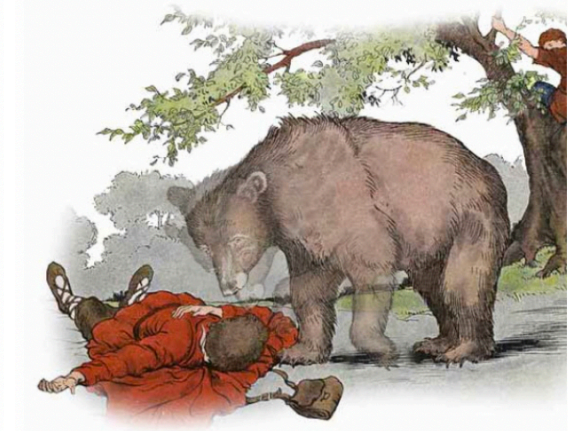
It is best to prepare for the days of need.

## The Bear and the Two Travelers

TWO MEN were traveling together, when a Bear suddenly met them on their path. One of them climbed up quickly into a tree and concealed himself in the branches. The other, seeing that he must be attacked, fell flat on the ground, and when the Bear came up and felt him with his snout, and smelt him all over, he held his breath, and feigned the appearance of death as much as he could.

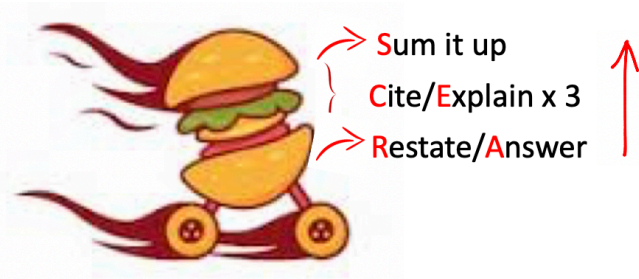
The Bear soon left him, for it is said he will not touch a dead body. When he was quite gone, the other Traveler descended from the tree, and jocularly inquired of his friend what it was the Bear had whispered in his ear. "He gave me this advice," his companion replied.

"Never travel with a friend who deserts you at the approach of danger."



# Essay Example – Argument

**Writing Prompt:** In the 2 stories, which character is more self-centered, the Grasshopper or the man who climbed up the tree when he saw the bear? Defend your position by citing 2 details from the text.



**R/A** In my opinion, the man in *The Bear and the Two Travelers* who climbed up the tree when he saw the bear is more self-centered than the Grasshopper in *The Ant and the Grasshopper* because he left another person in a position where he would probably die, whereas the Grasshopper's actions only hurt himself, and not someone else.

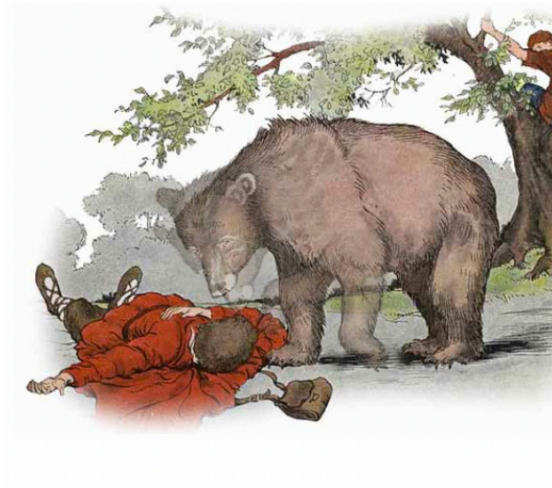
**C/E1** **C** According to the text, when a bear met the two travelers in their path, the man “climbed up quickly into a tree and concealed himself in the branches,” leaving the other to fall flat on the ground and play dead. **E** It is important to note that there is nothing in the text to show that the man in the tree did anything to distract the bear from the man or to help him. This reveals that he just hid and tried to save himself, leaving his companion to possibly die.

**C/E2** **C** In *The Ant and the Grasshopper*, the story says that the ant recommended to the Grasshopper that he set food aside for winter, but the Grasshopper said, “Why bother?” Then the Grasshopper continued chirping and singing. **E** In the end, the Grasshopper's actions only hurt himself. **C** The text says the Grasshopper found himself “dying of hunger.” **E** This is important because his actions were self-centered, but they only impacted himself, not others.

**S** Both stories feature a character who is completely self-centered, but in my opinion, a person whose behavior has the potential to hurt others is more self-centered than someone whose behavior hurts only themselves.



**Writing Prompt:** Compare and contrast the two Aesop's fables? Use two details from the texts in your answer. Use the R.A.C.E.S Model.



Use these ideas or come up with your own!

## Similarities (Both)

- Both contain morals or lessons at the end
- Both have non-human characters
- Both contain situations where characters get into trouble or face hard times
- Both contain stories where characters make decisions about their survival and future, life and death
- Both contain selfish/self-centered characters – characters not willing to sacrifice to help the other
- Both contain situations where troubles bring out one's true personality

## Differences

- Each story teaches a different lesson
- One takes place over a long time, the other happens quickly
- Good guy tries to help the self-centered guy in scenario #1, but not in scenario #2
- Self-centered character's life is in danger at end of scenario #1 (starving), but not scenario #2 (he walks away)





# Or, Optional Assignment #2 (Choose 1)

**Writing Prompt:** In Inventing Velcro and Inventing Post-It Notes, which is the more important invention, Velcro or Post-It Notes? Defend your choice by citing 2 details in the text. Use the R.A.C.E.S Model.



Use these ideas or come up with your own!

## Why is Velcro important?

- You find Velcro everywhere
- It was used in outer space
- It's used on fabrics, clothing, walls, electrical cords, sporting equipment, medical equipment, offices, aircraft, automotive
- More uses, very versatile
- Post-It's are used with paper products and people don't use as much paper as they used to – may become less important with technology

## Why are Post-It's important?

- Everyone uses them
- Very handy
- Disposable
- Many different uses for books, papers, files

## 1) Send your essay to

Karen@Testingmom.com

– Subject: My Essay

(Include your name and grade level)

This is optional! Write it by hand and take a picture, or type it!

## 2) One-to-One Tutoring for Writing Available

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## 3) Next Week:

Essay Writing for Middle School – High School Students



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