Do Now:

- Copy the following sentence into the grammar section of your binder on a page entitled, “Grammar Practice Sentences.” Identify the dependent clause with a broken line, and the independent clause with a solid line in the following sentence. Put a box around the coordinating conjunction, circle the subordinating conjunction, and put a box around the coordinating conjunction. Finally, identify the type of sentence it is:

Although it was thought to be indestructible, the Twin Towers fell on Sept. 11, 2001, and that forever changed the NYC skyline.
Deconstructing a Prompt

Before you answer the prompt, you need to figure out what the prompt is asking you to accomplish.

Be prepared to take Cornell Notes
Learning Goals:

- Understand what it means to deconstruct a prompt
- Deconstruct a writing prompt as a whole group by identifying verbs, identifying main details, and creating a T-chart.
When I first see a prompt for an in-class essay or assessment, what steps do I take before I begin writing?

Pair-Share with your elbow buddy
What does it mean to deconstruct a prompt?

1. Take it apart
2. Understand what you need to do
3. Determine how to respond to the prompt correctly

How do I do that?
What do I look for?

- Writing prompts often contain many details but little direction. It is easy to get caught up in the details and forget the main task. You may write an excellent response with no grammatical errors, but if you do not respond to the prompt, you will not receive a high score.

- When considering any prompt, look for four basic parts. Most, if not all the parts, will be present. Finding as many as you can will help you figure out what you need to do and how to respond to the prompt correctly.
Subject  [Part One]

- What is the subject you need to write about?
- A well-written prompt will identify the subject, but it may be vague.
- For example, a prompt might tell you to think of a childhood experience.
- You need to think of common themes or ideas (either implicit or explicit) that are associated with the subject?
Who is writing the answer? (You are, but are you writing it as a student, a citizen, an authority?)

The prompt should tell you who you are as the writer.
What kind of response are you writing—informational, argumentative, synthesis, narrative?

A prompt will tell you the type of writing you need to do.
Task [Part Four]

- What is the prompt asking you to do?
- For example, your task may be to write an argumentative essay.
- Read the details carefully to identify exactly what you need to do.
Get to the meat of the matter

- Pull the prompt apart into understandable steps.
- Highlight key words
Prompts consist of three parts:

- Context

  Explicit directions

  Implicit directions.
The passage below is an excerpt from Jennifer Price’s recent essay “The Plastic Pink Flamingo: A Natural History.” The essay examines the popularity of the plastic pink flamingo in the 1950’s. Read the passage carefully. Then write an essay in which you analyze how Price crafts the text to reveal her view of the United States culture.

The American Scholar, Spring 1999
The passage below is an excerpt from Jennifer Price’s recent essay “The Plastic Pink Flamingo: A Natural History.” The essay examines the popularity of the plastic pink flamingo in the 1950’s. Read the passage carefully and then write an essay in which you analyze how the author uses the text to reveal aspects of the United States culture.

Hints at the audience.  
Gives reference to the time.
The passage below is an excerpt from Jennifer Price’s recent essay “The Plastic Pink Flamingo: A Natural History.” The essay examines the popularity of the plastic pink flamingo in the 1950’s. Read the passage carefully. Then write an essay in which you analyze how Price crafts the text to reveal her view of the United States culture.

The American Scholar, Spring 1999
The second part are the **EXPLICIT** directions. The word **EXPLICIT** means that you are told directly what to do.

The passage below is an excerpt from Jennifer Price’s recent essay “The Plastic Pink Flamingo: A Natural History.” The essay examines the popularity of the plastic pink flamingo in the 1950’s. **Read** the passage carefully. Then **write an essay** in which you **analyze how Price crafts the text** to reveal her view of the United States culture.
The passage below is an excerpt from Jennifer Price’s recent essay “The Plastic Pink Flamingo: A Natural History.” The essay examines the popularity of the plastic pink flamingo in the 1950’s. Read the passage carefully. Then write an essay in which you analyze HOW Price crafts the text to reveal her view of the United States culture.
The passage below is an excerpt from Jennifer Price’s recent essay “The Plastic Pink Flamingo: A Natural History.” The essay examines the popularity of the plastic pink flamingo in the 1950’s. Read the passage carefully. Then write an essay in which you analyze how Price crafts the text to reveal her view of the United States culture.
Then write an essay in which you analyze how Price crafts the text to reveal her view of the United States culture.

The prompt is **IMPLYING** that you will describe what **YOU** have **decided** is Price’s view of the United State’s culture.

Most prompts **IMPLY** that you will state what **YOU** believe is the **author’s ARGUMENT**. In this case you must decide for yourself how Price views the United States.

Then write an essay in which you analyze how Price crafts the text **to reveal her view of the United States culture**.
TOOLBOX
Quote Sandwich {CEC}

- **Context** – Give the source’s name and the context (where, when, and why) of the quote
- **Evidence** – Find a quote that answers the question or proves a point
- **Connection** – Explain how this quote answers your question or proves your point
Transitions and When to Use Them

To add an idea or new example
- Furthermore, similarly, for example

To show contrast or different points of view
- Although, but, however, instead, nevertheless

To show cause and effect
- As a result, consequently, because, since, thus

To clarify
- In other words, for instance, that is
What should you do?

- Read the entire prompt through three times.
- **Find the verbs and highlight them in yellow.** They will tell you what you must do (**explicit directions**).
- **Highlight the details in pink or another color that follow each main verb** in the prompt.
- Find the **IMPLICIT directions**. **What must you figure out and explain on your own?**
- Make a **T-chart [Do? / What?]** using the **highlighted verbs** and **highlighted details**.
- Decide what **you think the author’s argument** is and then begin your **PREWRITE**.
Spend time Planning

- You should try to answer both the **Implicit** and **Explicit** parts of the prompt in the introduction.
- Reserve the rest of your essay for providing **EVIDENCE** and **DEVELOPMENT** of the points you wish to address in the prompt.
If you run out of ideas, apply the 5 W’s of journalism

- Who?
- What?
- Where?
- When?
- Why?
- How?

Imagine you are in favor of mandatory participation in school social activities. You list all the ideas you can think of: builds friendships, relieves stress, promotes health, improves attitude, etc.

Then apply the 5 W’s

- Who is affected? Who might care or object?
- What objections might be raised? What benefits might be seen?
- When might it happen?
- Where could it happen?
- Why might it be implemented?
- How might students feel about mandatory participation?
Common Mistakes We All Make

- Failing to answer all or part of the question
- Not sticking to the question and wandering off topic
- Casual and Informal language
- Central idea is missing, and therefore, nothing to prove
- Ignoring the instructions of what the essay asks you to do
- Overuse of the words of others where your own argument is over-shadowed by the words of others
- Failure to admit you are using the words of others and claiming them as your own
- To be too opinionated. Use textual evidence
- Not planning – leads to a disorganized essay
- Rambling – saying the same thing in a different way (repetitive)
- Poor time management
- Overuse of “big” words
Discuss with your elbow buddy on how to deconstruct a prompt and the importance of deconstructing it before beginning the writing task.
Let’s Deconstruct this prompt

- You have read three texts describing Amelia Earhart. All three include the claim that Earhart was a brave, courageous person.
- Consider the argument each author uses to demonstrate Earhart’s bravery. Write an essay that analyzes the strength of the arguments about Earhart’s bravery in at least two of the texts. Remember to use textual evidence to support your ideas.
You have read three texts describing Amelia Earhart. All three include the claim that Earhart was a brave, courageous person.

Consider the argument each author uses to demonstrate Earhart’s bravery. Write an essay that analyzes the strength of the arguments about Earhart’s bravery in at least two of the texts. Remember to use textual evidence to support your ideas.
<table>
<thead>
<tr>
<th><strong>Do?</strong></th>
<th><strong>What?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider</td>
<td>An argument about Amelia Earhart’s bravery from each article</td>
</tr>
<tr>
<td>Write</td>
<td>Essay</td>
</tr>
<tr>
<td>Analyze</td>
<td>Strength of arguments in each article about Earhart’s bravery</td>
</tr>
<tr>
<td>Use</td>
<td>Textual evidence</td>
</tr>
<tr>
<td>Support</td>
<td>My ideas [Use the quote sandwich]</td>
</tr>
</tbody>
</table>
Prompt – Practice 1

Contemporary life is marked by controversy. Choose a controversial local, national, or global issue with which you are familiar.

Then, using appropriate evidence, write an essay that carefully considers opposing positions on this issue and proposes a solution or compromise.
The following is a mock press release from *The Onion*, a publication devoted to humor and satire. Read the article carefully.

Then write an essay in which you analyze the strategies used in the article to satirize how products are marketed to consumers.
Prompt – Practice 3

- Choose a character from a text you have read (not necessarily the *protagonist*) whose mind is pulled in conflicting directions by two compelling desires, ambitions, obligations, or influences.
- Then, in a well-organized essay, identify each side of the conflict and examine the reasons for the conflict, the conflict’s resolution, and how this conflict illuminates the meaning of the work as a whole.