

Mr. Danner's Writing Guide

This class requires that students occasionally write sentences and paragraphs. Below is a guide on how students are expected to write. Students should use this guide to help them write “complete sentences”, “complete answers”, and “PEEL Paragraphs.”

Sentences

Sentences should be:

- “complete sentences” or “complete answers” (depending on the directions) that...
- begin with a capital;
- end with proper punctuation;
- have a subject and a predicate;
- have good spelling/grammar;
- are neat and readable.

Complete Sentences

vs.

Complete Answers

Example Question: Should we continue to recognize Columbus Day as a national holiday? Why or why not?

Complete Sentence Example: *We shouldn't, because he was a murderer.*

Complete Answer Example: *We shouldn't continue to recognize Columbus Day as a national holiday, because Christopher Columbus was responsible for the killing of many Native Americans.*

Paragraphs

Use the acronym **PEEL** to help structure your paragraphs. PEEL stands for

- **Point:** Make your point. This is your claim/controlling idea.
- **Evidence:** Support your point with evidence, like examples, direct quotes, summaries and paraphrasing.
- **ELaboration:** Describe how your evidence supports your point.

How does a PEEL Paragraph look?

Example Question: Should we continue to recognize Columbus Day as a national holiday? Why or why not?

PEEL Paragraph Example: (Point—>) *We should keep Columbus day as a national holiday, because he was responsible for connecting the “New World and the “Old World”.*
(Evidence—>) *As described in the reading, Columbus's voyages spurred trade between Europe and America, creating the Columbian Exchange.*
(ELaboration—>) *Many goods that we use today in America, like citrus, coffee and even sugar, came here through the Columbian Exchange. It's this contribution to trade between the “New World and the “Old World” that makes Columbus an historical figure worth celebrating.*