

Condensed BRMS Writing Guide

Topic Sentences (pages 13-15):

1. **Complex sentences** use a subordinate conjunction at the beginning of the two sentences or in the middle.
Example: **Because** students need help with writing, the Language Arts teachers wrote the BRMS Writing Guide.
Example: The Language Arts teachers wrote the BRMS Writing Guide **because** students need help with writing.

Subordinate Conjunctions:

after, although, as, as if, as though, as long as, because, before, even though, how, if, even if, in order that, provided, rather than, since, so that, that, though, unless, until, when, whenever, where, wherever, whereas, whether, while

2. **Power or number sentences** contain a number word.
Example: There are **many** reasons students need the BRMS Writing Guide.

Number words:

a lot, some, a few, a couple, several, numerous, many, various, actual number (three, etc.)

3. **Conjunctive adverb sentences** connect two sentences with a conjunctive adverb. Use the correct punctuation.
Example: Students need help with their writing; **accordingly**, the Language Arts teachers wrote the BRMS Writing Guide.

Conjunctive adverbs:

furthermore, moreover, likewise, in addition, also, besides, however, nevertheless, nonetheless, consequently, therefore, accordingly, hence, thus, otherwise, instead, on the other hand, similarly, indeed, in fact, meanwhile

4. **Compound sentences** connect two sentences using a coordinating conjunction.
Example: The Language Arts teachers wrote the BRMS Writing Guide, **for** students need help with their writing.

Coordinating conjunctions: and, but, for, so, yet, or, nor

5. **Infinitives** use the word to plus a verb. (Verbs on page 48)
Example: **To assist** students with their writing, the Language Arts teachers wrote the BRMS Writing Guide.
6. **List sentences** list the topics to be discussed in the order they will be discussed.
Example: The BRMS Writing Guide helps students with topic sentences, introductions, and conclusions, among other things.
7. **Strong verb sentences** get the attention of the reader. (Verbs on page 48)
Example: The Language Arts teachers **penned** the BRMS Writing Guide to help students **polish** their writing.
8. **Rhetorical questions** get the reader thinking about the topic.
Example: Do BRMS students need help with writing? The Language Arts teachers wrote the BRMS Writing Guide to assist students.
9. **Side by side semicolon sentences** connect two sentences using a semicolon. The two sentences must be related in subject.
Example: Students need help with writing; the Language Arts teachers wrote the BRMS Writing Guide.
10. **Appositive sentences** use appositives, a noun or noun phrase separated from the rest of the sentence with commas.
Example: Students at BRMS, **a middle school in Rushville, Indiana**, use the BRMS Writing Guide.
11. **Quotation sentences** use a quotation along with the student's writing. (Find quotes online!)
Example: The Language Arts teachers wrote the BRMS Writing Guide to help students write. As Stephen King has noted, "The scariest moment is always just before you start."

Introductions (pages 7-10): Grab the reader’s attention and let the reader know what the writing is going to be about: grabber, transitional sentence, thesis statement.

1. Set the scene. Give descriptive details describing the time and place.
2. Jump into the action.
3. Ask a question; ask a question that you intend to answer.
4. Give and explain a relevant quote.
5. State a startling or unusual fact.
6. Share a personal story.
7. Begin with an interesting list.
8. Begin with an analogy or comparison.
9. Paint a picture with words; give a number of descriptive images that will lead to the main idea.

Conclusions (pages 29-30): Conclusions give the reader a sense that the essay has come to a satisfying conclusion. Answer the question: So what? Why should anybody care about the topic of your essay?

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| 1. Come full circle | 13. Challenge the reader |
| 2. Summarize main points | 14. Call for some sort of action |
| 3. Make a prediction | 15. Suggest results or consequences |
| 4. Give a warning | |
| 5. Give advice | |
| 6. Offer a solution | |
| 7. Suggest an alternative | |
| 8. Tell the results | |
| 9. Finish the story from the introduction | |
| 10. Summarize and restate the main idea | |
| 11. End with a quote or figure of speech | |
| 12. Discuss what you learned | |

Basic transitions (all transitions on pages 23-26):

First, at first, one, to begin, initially, to start, second, another, next, then, in addition, also, third, finally, last

Concluding transitions:

All in all, In fact, Altogether, Obviously, Certainly, Overall, Clearly, Surely, Consequently, Therefore, Definitely, Thus, Due to, To sum up, In conclusion, Truly, Indeed, Ultimately

Words and Phrases to introduce evidence: (More words and phrases on page 83)

For making a claim	For expressing agreement	For questioning or disagreeing	For making recommendations
argues emphasizes	acknowledges endorses	complains disavows	advocates implores
insists observes	verifies extols	complicates questions	calls for pleads
asserts reminds us	agrees praises	repudiates refutes	demands recommends
believes reports	concur reaffirms	contradicts rejects	encourages urges
claims suggests	corroborates supports	denies renounces	exhorts warns

When the author states, “.....”

As explained in the text

An example of this occurs when the main character says, “.....”

In the words of

The “(article name)” points out that

According to the author

As noted on page

The author illustrates this point when she proposes.....

As revealed in the text

(Article title or author) indicated that