

# REVISING INVESTIGATION WRITING–SENTENCE STARTERS PART 3

## Preparation

Hand back graded Investigation 8 essays to students (or another piece of writing you've graded using the BHP Writing Rubric).

## Purpose

Students have examined and revised Investigation writing samples based on Claim and Focus, Analysis and Evidence, and Applying BHP Concepts from the BHP Writing Rubric, and they've peer-reviewed an essay. Now, it's time for the ultimate task – revising their own work based on the rubric and what they've learned. In this final activity in the Investigation writing series, your students will practice looking at their own work with a critical eye. This can be quite challenging, as it's often hard to tease out your own errors in writing. However, learning to analyze their own writing will help students be better writers, not just in BHP, but in all their future writing endeavors.

## Process

Let students know that this activity is going to be nearly the same as the last Investigation writing activity. This time, they're going to review and revise their own Investigation 8 essays based on Claim and Focus, Analysis and Evidence, and Applying BHP Concepts from the BHP Writing Rubric. Let them know that although this may sound simple, it's actually really hard to turn a critical eye on your own writing. Distribute graded versions of their Investigation 8 essays so they'll have a sense of where they can improve. If you did not assign Investigation 8 to your students, you can use any piece of writing that you've graded using the BHP Writing Rubric.

Let students know that one additional difference in this activity is that they'll have yet another set of sentence starters, but they'll also have something that can be referred to as “sentence linkers,” to help them with their revisions. Hand out the graded essays for students to review and have them look at the Revising Investigation Writing– Sentence Starters Part 3 Worksheet.

First, have students review their graded essay, keeping the Claim and Focus, Analysis and Evidence, and Applying BHP Concepts in mind. Once students have reviewed their essays, ask them to underline what they intended to be the major claim or thesis in the article. Then, they should improve their thesis statement using one of the sentence starters provided. If they received high marks from you on their major claim, then they should write about the features of their claim that make it exemplary instead of revising it.

Then, point them to direction 3 on the worksheet. Students may note that the phrases listed there don't really seem like sentence starters – and they are correct! They are more like midsentence linkers, or phrases that can help students connect a statement or assertion they make with the evidence they want to use to support that assertion. So, instead of starting a sentence, those short phrases will really be used in the middle of a sentence. Now that you've reviewed the idea of sentence linkers with them, they should circle anywhere they used texts as evidence, and then they should rewrite one of those sentences using one of the linkers provided. Finally, have them highlight anywhere they applied BHP concepts, and have them use yet another sentence starter to improve any statements where BHP concepts were applied.

Once they've completed this activity, have a discussion with the class about what they learned from this exercise, and ask them if they think that in the future they might use the rubric to analyze their own writing before submitting it to a teacher.

# REVISING INVESTIGATION WRITING—SENTENCE STARTERS PART 3

## Purpose

You've examined and revised Investigation writing samples based on Claim and Focus, Analysis and Evidence, and Applying BHP Concepts from the BHP Writing Rubric, and you've peer-reviewed an essay. Now, it's time for the ultimate task – revising your own work. In this final activity in the Investigation writing series, you'll practice evaluating your own work with a critical eye. This can be quite challenging, as it's often hard to tease out your own errors in writing. However, learning to analyze your own writing will help you be a better writer, not just in BHP, but in all your future writing endeavors.

## Process

This activity is going to be nearly the same as the last Investigation writing activity. However, this time you're going to review and revise your own Investigation 8 essay based Claim and Focus, Analysis and Evidence, and Applying BHP Concepts from the BHP Writing Rubric. Although this might sound simple, it's actually really hard to turn a critical eye on your own writing. As a way to make this a little less difficult, you'll have yet another set of sentence starters, and also something that can be referred to as "sentence linkers," to help you with your revisions.

First, review your graded essay, keeping the Claim and Focus, Analysis and Evidence, and Applying BHP Concepts rubric criteria in mind. Then, underline what you intended to be the major claim or thesis in the essay. Next, improve your major claim by using one of the sentence starters provided. If you received high marks on your major claim, you should write about the features of your claim that make it outstanding instead of revising it.

After that, take a minute to look at direction 3 on the worksheet. You might notice that the phrases there don't really seem like sentence starters....and you're right! The phrases there are more like midsentence linkers, or phrases that are meant to help you connect a statement or assertion you want to make with the evidence you want to use to support your assertion. So, instead of starting a sentence, those short phrases should be used in the middle of a sentence. Now that you've reviewed the idea of sentence linkers, circle anywhere you used texts as evidence, and then rewrite one of those sentences using one of the sentence linkers provided. Finally, highlight anywhere you applied BHP concepts, and use one last sentence starter to improve any statements where BHP concepts were applied.

Do you think that in the future you might use the rubric to analyze your writing before submitting it to your teacher? Talk about this with your class.



# REVISING INVESTIGATION WRITING—SENTENCE STARTERS PART 3

## Directions:

1. Reread your own essay from Investigation 8. (Note: If you did not complete Investigation 8, use any piece of writing that was graded using the BHP Writing Rubric.)
2. **Claim and Focus:** Underline what you intended to be the major claim/thesis in your essay. Then, use the one of the following sentence starters to improve your thesis/major claim. If you feel that your claim does not need improvement, justify in the space below why it is an ideal thesis statement in its current form. Add your sentence in the space provided below.
  - It seems to me that...
  - I question whether...
  - I maintain that...
3. **Analysis and Evidence:** Circle anywhere you used texts as evidence. Then, use one of the following sentence linkers to either revise or add the use of texts as evidence. Add your sentence in the space provided below and add a star to the beginning and end of the sentence(s) or phrase(s) you revised.
  - ...as evidence...
  - ...which is supported by...
  - [Source] suggested/promoted/believed...
4. **Applying BHP Concepts:** Highlight anywhere you applied BHP concepts. Then, use one of the following sentence starters to add or improve upon the use of BHP concepts in your essay. Add your sentence in the space provided below, and add a smiley face (☺) to the essay where this sentence would be added in.
  - It is clear that...
  - [Source] suggested/promoted/believed...
  - Also.....



**Sentence Starter Sentences**

1. Claim and Focus:

2. Analysis and Evidence:

3. Applying BHP Concepts: