

Hydraulic Fracturing Opinion Paragraph

Due: Friday, October 25, 2013

Submit using form in Hydraulic Fracturing Folder.

Standards Practiced:

Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. (signal words)
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

Assignment:

Write a paragraph using the paragraph structure explained in class to explain your reasons for your vote for or against hydraulic fracturing in Wolfeboro. Remember that the main goal of the writer is to get the point across to the reader. Read your piece aloud to be sure that a reader can easily follow your thoughts. Also, proofread for GUMS so the reader can easily get your point in his/her mind.

Your paragraph should have specific details and facts to support your opinion. You should have 7-12 sentences that do not repeat or include “fluff”. Use the signal/transition words as a way to help your ideas flow and make the connections between the ideas clear to the reader. Assessments will be based on the standards outlined above. Once your paragraph has been approved, you will publish it on your blog so all can see your opinions and reasoning!

Hints:

- Use your notes! Be careful not to plagiarize...
- Prewrite to generate your thoughts before you begin your paragraph
- Order the points in a logical sequence
- Use the signal and transition words

DUE: Friday, October 25, 2013. Submit using appropriate form. See Viens' blog for a screencast that explains the use of forms if you need a review.