On-Demand Practice #1

Scavenger Hunt

**Directions**: As you work through your partner’s paper, complete the following directions on their actual On-Demand Piece. Then answer the questions below in complete sentences.

Part I: Identify

* Read your partner’s paper.
* Put an exclamation mark by three different parts of their paper that are well done.
* Put a question mark by at least one thing that you think could be improved in their paper.
* Highlight the thesis in green.
* Draw a box around the attention grabber or hook.
* Underline the background information in the introduction.
* Number the three different points in the actual thesis statement.
* Find each of the points in the topic sentences of each body paragraph and write the matching number by them.
* Highlight at least one piece of direct, word-for-word text evidence in each body paragraph. You should be able to skim and find it by looking for the quotations.
* For each place where the person used word-for-word text evidence, circle the part of the sentence in which the writer identified where the source came from.
* Highlight in pink the thesis restated in a new way in the conclusion paragraph.
* Draw a smiley face with sunglasses next to the drop the mic sentence/call to action.
* Choose what you think is their strongest body paragraph. Put a star by it.
	+ A. On that body paragraph, number each sentence after the punctuation.
	+ B. Label each of the main points: P1, P2, P3.
	+ C. Label each of the supporting sentence or FREDs: F1, F2, F3.
	+ D. Underline the concluding sentence in that paragraph.
* Circle the entire counterclaim paragraph.
	+ Label the sentence that contains the opposing claim.
	+ Under the part of the paragraph where the writer explains why the opposing claim is wrong.

Part Two: Analyze

1. Record the three main points from the thesis here:
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* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Did they provide enough background information for the audience to understand the thesis? If so, how? If not, how could they improve? (\*Background info. only needs to be 1-2 sentences.)

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3. Was their attention grabber/hook effective to connect the audience into the topic? Why or why not?

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4. Which text evidence from the entire piece supported their claim best and why? (Write at least 2-3 sentences) Be sure to identify the point they made and the text evidence they used.

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5.Record the writer’s opposing claim here:

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6. How many paragraphs did the paper have? \_\_\_\_\_\_\_\_\_\_\_\_

7. Did they indent each paragraph clearly? \_\_\_\_\_\_\_\_\_\_If not, specify how and where they could improve by indicating the paragraph number here\_\_\_\_\_\_\_\_\_\_\_.

8. Did the format of the heading of their paper match the prompt’s mode? Using the checklist below, determine which parts were missing and describe them below. Or describe how they did meet the mode’s criteria.

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| --- | --- |
| 6th Grade: A letter  | 7th/8th Grade: an online blog |
| \_\_\_\_\_ (fake)address heading\_\_\_\_\_ date aligned on the left side\_\_\_\_\_ salutation on the left (Dear Editor)\_\_\_\_\_ closing on the left side (used a fake name) \_\_\_\_\_ block format\_\_\_\_\_ space between each paragraph | \_\_\_ blog title  *ex*: WKYT Radio Blog\_\_\_ two-part title *ex*: Deadly Plants: Help Us Stop Them\_\_\_ fake name *ex*: By: Susie Sea (left side)\_\_\_ date (right side)  |
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