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Write Name: \_\_\_\_\_

Write Date: \_\_\_\_\_

Write Topic: \_\_\_\_\_

Write Thesis Statement: \_\_\_\_\_

Write Main Idea: \_\_\_\_\_

Write Supporting Details: \_\_\_\_\_

Write Conclusion: \_\_\_\_\_

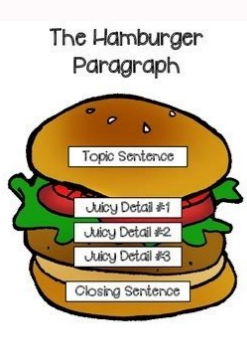
## PEEL Writing Strategy: One Paragraph Responses & Multi-Paragraph Compositions

**PEEL Writing Strategy**  
Your Paragraph should include:

- P**oint/Purpose/Position
- E**vidence
- E**xplanation
- L**ink back to the question.

**GREAT RESOURCE FOR STRUGGLING WRITERS**  
Can be used in any grade level or content area classroom

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### WEBSITE DESIGN NON-DISCLOSURE AGREEMENT

**I. THE PARTIES.** This Website Design Non-Disclosure Agreement, hereinafter known as the "Agreement", created on the \_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_ is by and between \_\_\_\_\_ hereinafter known as the "1<sup>st</sup> Party", and \_\_\_\_\_ hereinafter known as the "2<sup>nd</sup> Party", and collectively known as the "Parties".

WHEREAS, this Agreement is created for the purpose of preventing the unauthorized disclosure of the confidential and proprietary information regarding the development and design of a website, hereinafter known as the "Website Design". The Parties agree as follows:

**II. TYPE OF AGREEMENT.** Check One (1)

- Mutual – This Agreement shall be Mutual, whereas, the Parties shall be prohibited from disclosing confidential and proprietary information that is to be shared between one another in an effort to develop the Website Design.

- Unilateral – This Agreement shall be Unilateral, whereas, the 1<sup>st</sup> Party shall have sole ownership of the Website Design with the 2<sup>nd</sup> Party being prohibited from disclosing confidential and proprietary information that is to be released by the 1<sup>st</sup> Party in an effort to develop the Website Design.

**III. DEFINITION.** For the purposes of this Agreement, the term "Confidential Information" shall include, but not be limited to, software and website products, website source code or any related codes in all formats, business plans, financial statements, customers or users, analytical data, documentation, and correspondences that have not otherwise been made publicly available.

However, Confidential Information does not include:

- information generally available to the public;
- widely used programming practices or algorithms;
- information rightfully in the possession of the Parties prior to signing this Agreement; and
- information independently developed without the use of any of the provided Confidential Information.

**IV. OBLIGATIONS.** The obligations of the Parties shall be to hold and maintain the Confidential Information in the strictest of confidence at all times and to their agents, employees, representatives, affiliates, and any other individual or entity that is on a "need to know" basis. If any such Confidential Information shall reach a third (3<sup>rd</sup>) party or become public, all liability will be on the Party that is responsible. Neither Party shall, without the written approval of the other Party, publish, copy, or use the Confidential Information for their sole benefit. If requested, either Party shall be bound to return any and all materials to the Requesting Party within \_\_\_\_ days.

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WriteSteps ... GRADE 5 PARAGRAPH PLANNING SHEET

### 2 Paragraph Planning Sheet

Topic Sentence:

Paragraph 1

Main Idea:

Supporting Detail 1 Supporting Detail 2 Supporting Detail 3

Paragraph 2

Main Idea:

Supporting Detail 1 Supporting Detail 2 Supporting Detail 3

Conclusion Sentence:

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8 sentence paragraph example. 8 sentence paragraph format. 8 sentence paragraph template. 8 sentence paragraph.

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Test/Example: a recent pediatric study has shown that children exposed to too long can experience delays in the development of the speech. Explanation: the reason why infants are facing these delays is because the screen time is replacing other key development activities. LINK: The tests suggest that children who have a lot of screen tests experience negative consequences in their development of the speech, and therefore should not be exposed to iPad in ETV's so young. Once you have written your Peel paragraph, make a control list to make sure you have covered all four elements of the Peel structure. Your point should be a clear introduction to the topic you are making in this paragraph. Your example or test should be strong and relevant (ask yourself, have you chosen the best example?). Your explanation should be demonstrated because your tests are important and how it conveys meaning. And your link should summarize the point you have just made and connect to the largest topic of the essay or topic. Keep your clear, concentrated and not too long paragraphs. If you find that your paragraphs are becoming long, come on li A .enfil .oiggas la acuidortni ehc aedi avoun ingo rep ofargarp ovoun nu eraerc id irarucissa e .ifargarp 'Aip ni ilredivid isertop emoc a to always proofread your paragraph. Read it once, twice, and then read it again. Check your paragraph for spelling, grammar, language and sentence flow. A good way to do this is to read it aloud to yourself, and if it sounds clunky or unclear, consider rewriting it.A A ThatcAAAs it! We hope this helps explain the PEEL method and how it can help you with your next essay. 7AAAA You might also like: A Proofreading vs editing: what's the difference?How to get easy marks in an exam5 study hacks that actually work Get students familiar with using counterclaims, and refuting in their argument writing with this interactive kit. The kit includes: Claim Playing Cards, "You're Wrong, I'm Right, Here's Why" worksheet, "Opposition Paragraph Organizer" worksheet, Opposition and Sentence Starter Word Key, and a lesson plan on how to use this effectively in your classroom.Page 2First off, thank you so much for considering this lesson. I hope this lesson blesses you as it has my students and I! The main text in this lesson discusses the benefits of reading. 10 reasons are listed including: mental stimulation, stress reduction, knowledge, vocabulary expansion, memory improvement, stronger analytical thinking skills, improved focus and concentration, better writing skills, tranquility, and free entertainment. Students will be asked to interact on all levels with the textPage 3This is a cumulative assessment of Compare & Contrast, complete with 8 passages ranging from a few sentences each to double paragraphs. Both the student and teacher versions are included along with graphic organizers (modified Venn diagrams), constructed response questions, and multiple choice formatted questions. Topics include tornadoes & hurricanes, dogs and cats, household chores, Beirut Civil War, Tall Tales, hummingbirds & bats, and mermaids & mermen. Created in MS WORD, piePage 4This document is a teacher form. It has a column for each level of comprehension Reading standards: general understanding (1), key details (2), Vocabulary structure (4 and 5), the aim of the author, inferences (3 and 7), opinions, topics, text connections (8 and 9). The second column separates questions in three different categories, questions that require words/phrases such as answers, questions that require phrases and questions that require paragraphs. The third column has the whole Readpage 5anding the 38 years that I taught English Junior and high school, students and I invented memory clues, mnemonics, suggestions and tricks to help students (and teachers) to remember the grammar for a lifetime which incorporates it correctly into their writing. Even the most acute students enter the classroom without knowing how to use certain grammar elements and even me, as a teacher, I learned a lot with my students. The grammar can be fun and these gimmicks can be used in 4-8 degrees and adapted to other degrees, also the learning objectives of Mpage 6 identify the components of a basic phrase identify the four more serious writing errors before working to form summaries and paragraphs, we must examine the construction of fundamental phrases. Imagine reading a school book. You have to find important details that you can use for an assignment. However, when you start reading, you notice that the book has very little punctuation. The sentences cannot form complete paragraphs and instead form a block of text without a clear organization. Most likely, this book would frustrate you and confuse you. Without clear and concise phrases, it is difficult to find the information you need. Both for students and professionals, clear communication is important. Whether you are writing an e-mail or by writing a relationship or an essay, it is your responsibility as a writer your thoughts and ideas clearly and accurately. Writing in full sentences is a way to ensure you communicate well. This section covers howand write basic phrase structures and how to avoid some common writing errors. Components of a clearly written phrase, complete phrases require key information: a topic, a verb and a complete idea. A sentence must make sense on its own. Sometimes, complete sentences are also called independent clauses. A clause is a group of words that can constitute a sentence. An independent clause is a group of words that can stand alone as a complete and grammatically correct thought. The following phrases show independent clauses. All complete sentences have at least one independent clause. You can identify an independent clause by reading it yourself and looking for the subject and the verb. Subject When you read a sentence, you can first search for the subject or what the sentence is. The argument usually appears at the beginning of a sentence like a name or a pronoun. A noun is a word that identifies a person, a place, a thing or an idea. A pronoun is a word that replaces a noun. The common pronouns are, me, her, you, them, and us. In the following phrases, the subject is emphasized once. In these phrases, the subject is a person: a Malik. The pronoun replaces and refers to Malik. In the first sentence, the topic is a place: the computer lab. In the second sentence, the pronoun replaces the computer lab as an argument. In the first sentence, the subject is one thing: the project. In the second sentence, the pronoun is for the project. Tip In this chapter, refer to the following grammar key: Composed subjects A phrase can have more than one person, place or thing as a subject. These subjects are called compound subjects. Composed subjects are useful when you want to discuss multiple topics at once. Prepositional phrases Read often a phrase that has more than one name or pronoun. You could meet someone of words that includes includes a noun or a pronoun. Prepositions connect a noun, pronoun, or verb to another word that describes or modifies that noun, pronoun, or verb. Common prepositions includeA Ain, A Aom, A Aunder, A Anear, A Aby, A Awith, andA Aabout. A group of words that begin with a preposition is called aA prepositionalA Aphrase. A prepositional phrase begins with a preposition and modifies or describes a word. It cannot act as the subject of a sentence. The following circled phrases are examples of prepositional phrases. Verbs Once you locate the subject of a sentence, you can move on to the next part of a complete sentence: theA Averb. A verb is often an action word that shows what the subject is doing. A verb can also link the subject to a describing word. There are three types of verbs that you can use in a sentence: action verbs, linking verbs, or helping verbs. Action Verbs A verb that connects the subject to an action is called anA AactionA Averb. An action verb answers the questionA Awhat is the subject doing?A Ain the following sentences, the words underlined twice are action verbs. Linking Verbs A verb can often connect the subject of the sentence to a describing word. This type of verb is called aA AlinkingA AverbA Abecause it links the subject to a describing word. In the following sentences, the words underlined twice are linking verbs. If you have trouble telling the difference between action verbs and linking verbs, remember: An action verb shows that the subject is doing something. A linking verb simply connects the subject to another word that describes or modifies the subject. A few verbs can be used as either action verbs or linking verbs. Although both sentences use the same verb, the two sentences have completely different meanings. In the first sentence, the verb describes the boycAAAs action. In the second sentence, the verb describes the boycAAAs appearance. Helping Verbs A third type of verb you may use as you write is Helping verbs are verbs that are used with the main verb to describe a mood or tense. Helping verbs are usually a form of being, doing or having. The word can also be used as an aid verb. Tip Whenever you write or change the sentences, keep the subject and the verb in mind. As you write, ask these questions to keep you on track: Subject: Who or what is the sentence? Word: What word shows an action or connects the object to a description? Separation structure (including fragments) Now that you know what a complete phrase does, a subject and a verb, you can use other parts of the speech to build on this basic structure. Good writers use a variety of phrase structures to make their work more interesting. This section covers different phrase structures that you can use to make longer and complex phrases. Six basic subject-verb models can improve your writing. A sample sentence is provided for each model. As you read each sentence, take note of where each part of the sentence falls. Note that some phrase patterns use verbs of action and others use connecting verbs. Subject > Verbo Subject > Verbome of liaison —> Noone Subject > Verbo of liaison — Adjective — Debates of the European Parliament Verbo —> Direct object When writing a sentence with a direct object (DO), make sure the DO receives the action of the verb. Subject —> Verbatim —> Indirect object —> Direct object In this structure of the sentence, an indirect object explains to whom or what action is being done. The indirect object is a noun or a pronoun, and comes before the direct object in a sentence. Use what you've learned so far to bring variety to your writing. Use the following lines or paper sheet to write six phrases that practice each basic sentence template. 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