

# Ms. Hernandez English Class

## Helpful Guide

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# How to Structure a Paragraph

**Topic Sentence:** This is the first sentence of the paragraph. This sentence tells us what you will be writing about. Example: In the story...

**Statement/Claim:** your stance or idea about the prompt, your answer to the prompts questions.

**Evidence:** This is the proof from the book that tells you about the topic you have chosen to write about. Examples: In the paragraph it states, “ \_\_\_\_\_ ” (pg, 192).

**Explanation:** This is your explanation or your opinion about the evidence, or what the evidence means to you. (There should be two sentences explaining your opinion) Example: This tells us...

**Concluding sentence:** This is the last sentence. It gives your paragraph closure and summarizes what you have already talked about. Example: In this paragraph...

## Example: All the Light We Cannot See Writing Handout

### Directions:

1. Turn to page 4 of this packet. It is the example I wrote of “All the Light We Cannot See” writing prompt.
2. Read the first paragraph of the essay and then come back to this handout.
3. After you have read the first paragraph, I want you to look at the 5 areas we went over that make a paragraph below on page 3 (Topic Sentence, Statement/Claim, Evidence, Explanation, and Concluding Sentence). I have given you examples of each taken directly from the writing prompt for “All the Light We Cannot See”

## How to Structure a Paragraph: The Giver Example

**Topic Sentence:** In the story, “All the Light We Cannot See” the lesson that we learn about the Sea of Flames is you should return things that do not belong to you.

**Statement/Claim:** According to the story, if you do not return what doesn't belong to you bad things will happen to the ones you love.

**Evidence:** In paragraph 24 it states, “...Something strange began to happen: the longer the prince wore his crown, the worse his luck became. In a month, he lost a brother to drowning and a second brother to snakebites. Within six months, his father died of disease. To make matters even worse, the sultan's scouts announced that a great army was gathering in the east.” (Doerr, 2)

**Explanation:** The prince didn't want to give up the stone and in turn his brothers died, as well as his father. He also got an announcement regarding an army gathering in the east.

**Concluding Sentence:** The lesson about the Sea of Flames is to return objects to where they belong or else harm will come to the ones you love like the prince's brothers and father.

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Prompt: What lesson is implicit about the Sea of Flames? To what extent do the children pick up on this lesson? Answer in an essay of at least 250 words using specific details from the text to support your argument.

#### Return to the Sea

In the story, “All the Light We Cannot See” the lesson that we learn about the Sea of Flames is you should return things that do not belong to you. According to the story, if you do not return what doesn’t belong to you bad things will happen to the ones you love. In paragraph 24 it states, “...Something strange began to happen: the longer the prince wore his crown, the worse his luck became. In a month, he lost a brother to drowning and a second brother to snakebites. Within six months, his father died of disease. To make matters even worse, the sultan’s scouts announced that a great army was gathering in the east.” (Doerr, 2) The prince didn’t want to give up the stone and in turn his brothers died, as well as his father. He also got an announcement regarding an army gathering in the east. The lesson about the Sea of Flames is to return objects to where they belong or else harm will come to the ones you love like the prince's brothers and father.

The children do not pick up on this lesson, with the exception of Marie-Laure. Marie-Laure suggests that the Sea of Flames just get thrown back into the water. The story states, "...They're there to keep the curse from getting out. The children fall quiet, Two or three take a step back. Marie-Laure takes off her eyeglasses...."(Doerr, 3) Why not..just take the diamond and throw it into the sea? Marie-Laure thinks that the diamond should go back to where it came from. If they throw the diamond back into the sea then the curse would be lifted. However, the other children do not understand where Marie-Laure is coming from. On page 3 it states, "The warder looks at her. The other children look at her. "When is the last time," one of the older boys says, "you saw someone throw five Eiffel Towers into the sea? There is laughter. Marie-Laure frowns." (Doerr, 3). The children do not understand the lesson because they don't want to throw the stone back into the sea because it is worth too much money. Marie-Laure understands that throwing the diamond back into the sea will cause it to lose its powers instead of having to keep it locked up. However, the other children don't want to get rid of the stone because they can only see the value of what the stone is worth.

## All the Light We Cannot See Think Questions: Example

1. Based on the text, what can you infer about Marie-Laure's personality? How is she different from the other children on the tour?
  - a. Marie-Laure's personality is she doesn't quite have the same views as the ones around her. The text states, "There is laughter Marie-Laure frowns. It is just an iron door with a brass keyhole." (Doerr, 2) She is different from the other children because she questions the guide on why they won't just get rid of the Sea of Flames. It states, "Why not just take the diamond and throw it into the sea?" (Doerr, 2)
2. What effect does the warder's story have on the children. In your answer, refer to specific moments in the text.
  - a. The children in the text react by asking a lot of questions and making comments as the guide tells the story. For example, "Stabbed in the heart?" "Is this true?" A boy says, "Hush." (Doerr, 2) The children are interested in the story because they are asking questions and telling other children to be quiet.
3. What evidence is there in the text that the Sea of Flames does or doesn't exist?
  - a. The evidence in the text that tells us the Sea of Flames does or doesn't exist is on page 1. It states, "And what's behind that?" "A third locked door, smaller yet"..."The children lean forward. And then?" "Behind the thirteenth door...is the Sea of Flames." (Doerr, 1) The warder's story talks about the stone being behind thirteen doors.

4. Use context to determine the meaning of the word **bedecked** as it is used in *All The Light We Cannot See*. Write your definition of *bedecked* here and explain how you arrived at it.
  - a. Flip through; sheets; orchids; daisies; herbs. The word bedecked means decorated or full of something. I came to this definition because orchids, daisies, and herbs are displayed on the sheets, which helps me determine that they are decorating the page.
  
5. Use context to determine the meaning of the word **faceting**. Double-check your answer using a dictionary. In your own words, write a definition of faceting here.
  - a. Stonecutter; Raw diamond; Eight days; when he was done it was a brilliant blue.  
The word faceting means to cut something. I know this because in the story it said that there was a stonecutter that was a raw diamond and when he was done it was a brilliant blue. The actual definition from the dictionary says it is a flat, polished surface on a cut gemstone