

# Synthesis Preview:

## Identifying a Claim and Rewriting for Effect

**Pattern A: Compound Sentence with Explanatory Statement (clauses separated by a colon)**

**General statement (idea) : specific statement (example).**  
(an independent clause)      (an independent clause)

**Example:** *People and governments are messed up: they fail to recognize the danger of the obvious consequences of their choices and policies.*



**What is the message of the political cartoon?**

**Topic:** \_\_\_\_\_

**Statement the cartoonist is attempting to make:** \_\_\_\_\_

**What is my personal view:** \_\_\_\_\_

**An effective claim statement using Pattern A:**

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# STANDARDIZED TESTING

INSTRUCTIONS: Fill in the bubbles



## Pattern B: Appositive, appositive, appositive—summary word SV.

(Key summary words may be—such, all, those, this, many, each, which, what, these, something, someone. Sometimes this summary word will be the subject but other times it will merely modify the subject.)

**Example:** The depressed, the stressed, the lonely, the fearful—all have trouble coping with problems.

**What is the message of the political cartoon?**

**Topic:** \_\_\_\_\_

**Statement the cartoonist is attempting to make:** \_\_\_\_\_

**What is my personal view:** \_\_\_\_\_

**An effective claim statement using Pattern B:**

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**Pattern C: If . . . , if . . . , if . . . , then SV.  
 When . . . , when . . . , when . . . , SV.  
 SV that . . . , that . . . , that . . .**

(omit the 3<sup>rd</sup> clause and have just 2, if you wish)

**Example:** Because it may seem difficult at first, because it may sound awkward or forced, because it often creates lengthy sentences where the thought “gets lost,” this pattern seems forbidding to some writers, but it isn’t all that hard; try it.

**What is the message of the political cartoon?**

**Topic:** \_\_\_\_\_

**Statement the cartoonist is attempting to make:** \_\_\_\_\_

**What is my personal view:** \_\_\_\_\_

**An effective claim statement using Pattern C:**

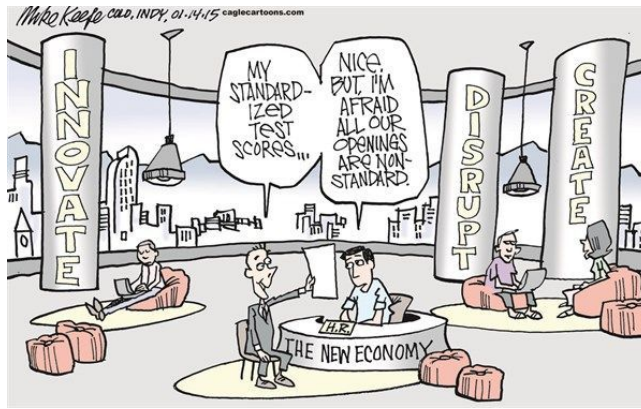
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**Pattern D: S, modifier, V.**  
**S – modifier – V.**  
**S (modifier that whispers) V.**

\*Notice the use of a comma, a dash, and parenthesis in these variations of the same pattern

**Examples:** A small drop of ink, falling (as Byron said) like dew upon a thought, can make millions think.

Donuts and Danish pastries, popular breakfast foods, contain little nutrition.

**Pattern D2: S – a full sentence—V.**  
**S ( a full sentence) V.**

**Examples:** Juliet’s famous question—early in the balcony scene she asks, “Wherefore art thou Romeo?”—is often misunderstood; she meant not “where” but “why.”

He leaped at the chance (too impetuously, I thought) to go whitewater rafting.

**What is the message of the political cartoon?**

**Topic:** \_\_\_\_\_

**Statement the cartoonist is attempting to make:** \_\_\_\_\_

**What is my personal view:** \_\_\_\_\_

**An effective claim statement using Pattern D or D2:**

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