

TEACHING ESSAY STRATEGIES

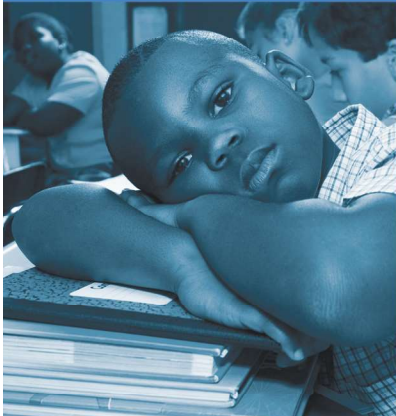
MARK PENNINGTON



**COMMON CORE
STATE
STANDARDS**



**COMPREHENSIVE
ESSAY
STRATEGIES
PROGRAM**



Teaching Essay Strategies

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Writing Posters including key instructional elements of the *Teaching Essay Strategies* program can be printed from this site: <http://penningtonpublishing.com/blog/writing/writing-posters/>

Editing Marks
Writing Response Diacritical Marks
Essay Numerical Hierarchy
Essay Writing Rules
Limit Using “to-be” Verbs
First and Second Person Pronouns
Transitions
Essay Direction Words
Introduction Strategies
Conclusion Strategies
Types of Evidence for (4) and (5) Sentences
Writing Style

TES Writing Process Essay 5



Step 1: Dissect the Writing Prompt

Directions

1. Carefully read the **Writing Prompt** and the definition of the key **Essay Direction Word**.

Writing Prompt

The purpose of an advertisement is to sell a product or a service. Unfortunately, some advertisements can be less than truthful about their claims. Sometimes what is *not* said is just as important as what *is* said in advertising. Consumers can often avoid falling for false advertising by carefully “reading between the lines.” *Evaluate* the claims of this advertisement.

Essay Direction Word

Evaluate means to make a judgment after careful observation.

2. Next, re-read the **Writing Prompt** and use the following symbols or color highlight to mark the words that fit into these categories:

WHO, WHAT, HOW, DO

WHO

Underline any words which identify the audience or the role of the writer.

WHAT

Circle any words which identify the topic, context, or purpose of the writing task.

[HOW]

Bracket any words which identify the writing format or the resource text (including title and author).

DO

Box any words which identify key writing direction words.

Now put the **Writing Prompt** into your own words.



Step 2: Interact with the Resource Text

Directions

1. Carefully read the resource text. As you read, “talk to the text” with the following prompts to build comprehension.
2. Re-read the resource text, mark it up, and add margin notes to connect the reading to the **Writing Prompt**.

Resource Text

“New Height” Advertisement in 1960s Comic Books

Margin Notes

GROW MAN GROW!

GROW MAN GROW! (Ladies too!)

Could you use a few more inches in height? Are you fed up with being called ‘shorty’, ‘Little Man’ or even ‘Hey you down there’.

NOW for the first time on the North American continent we present NEW HEIGHT, a complete, illustrated step-by-step course showing how you can actually increase your height from two to six inches in a few short weeks.

No gadgets, strenuous exercise, appliances, drugs or elevators - NEW HEIGHT is based on a Swiss/English Scientific method which reactivates the whole body. Here’s PROOF:

“Before taking your NEW HEIGHT course I was two inches shorter than my girlfriend, now five weeks later I am an inch taller. She is thrilled.”

NEW HEIGHT is effective for either sex, completely safe and what’s more every course comes with a written guarantee that you will actually grow inches taller, or your money cheerfully refunded. You have nothing to lose . . . but your shortness!

Spend a few minutes a day in the privacy of your own room, following our step-by-step instructions and in only a few short weeks you will be amazed at your increase in height.

Listen to what ‘RT’ of Toronto had to say about our secret method:

“At 43 years of age I have gained 3” in height. My ambition is to keep going until I reach the six feet mark.”

“Your NEW HEIGHT course is worth ten times your cost. My life has changed since I gained 4½”. ‘GE’ New York, N.Y.

“I gained a full inch the first 4 days” says JFG of LA, Calif. “I have no hesitation in recommending NEW HEIGHT to anyone who wants to be taller”.

Whether it be social success, love, sports, jobs or pleasure, the tall man always seems to get there first.

ACT NOW! If you are worried about being short, act NOW for a new you! Tall up instantly and permanently with our fully guaranteed NEW HEIGHT method. Don’t hesitate another minute. Gain height. Be Taller NOW!

Our course is priced at only \$7.98, a modest sum in return for the happiness added tallness can bring you. Order now and we will rush our complete NEW HEIGHT secrets in plain wrapper by first return post.

height gain - guaranteed!

YOU BETTER BELIEVE IT!

BE TALLER!

PRICED AT ONLY \$7.98

MAIL NO-RISK COUPON

NEW HEIGHT® Medically approved by doctors, hospitals and clinics throughout the U.S.

GROW MAN GROW! (Ladies too!)

GROW MAN GROW!

GROW MAN GROW!

GROW MAN GROW!

GROW MAN GROW!

GROW MAN GROW!

GROW MAN GROW!

NEW HEIGHT Dept. MC3
 PO Box 146 Brampton, Ont. Canada
 You bet I want to be taller! Rush complete course NEW HEIGHT to me under plain wrapper. I understand there is full money return if I don't gain inches in height. Enclosed \$7.98 (money order / cash / check (allow 3 weeks on checks for bank clearance))

Name.....
 PLEASE PRINT
 Address.....
 Age Height increase desired In.

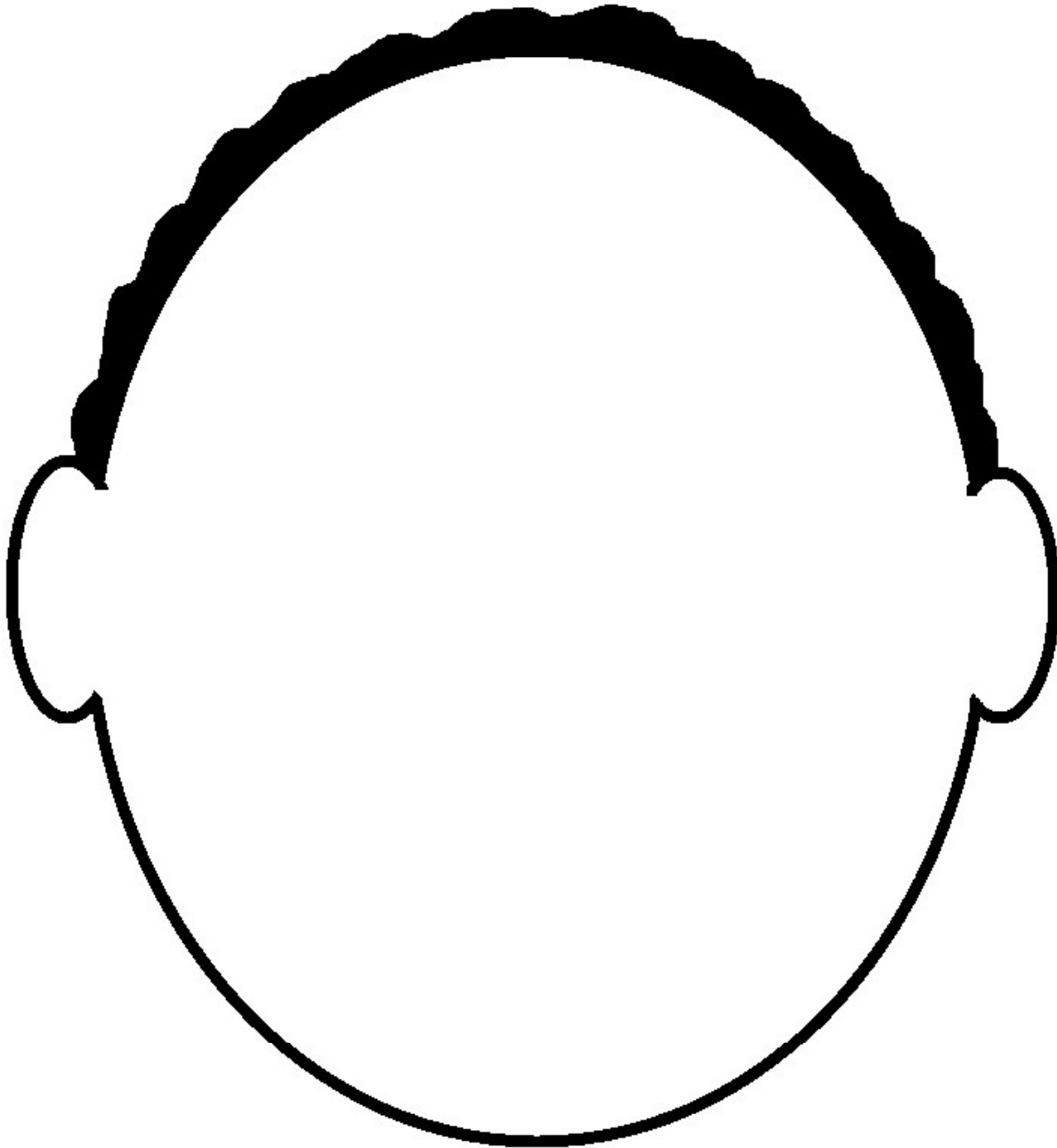
MAIL THIS COUPON TODAY

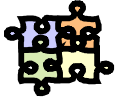


Step 3: Brainstorm the Topic

Directions

Brainstorm the topic with information from your **WHO, WHAT, HOW, DO** writing prompt dissection, the **Resource Text**, and your own prior knowledge. Write words and phrases inside the **Open Mind**.





Step 4: Plan the Body Paragraphs

Directions

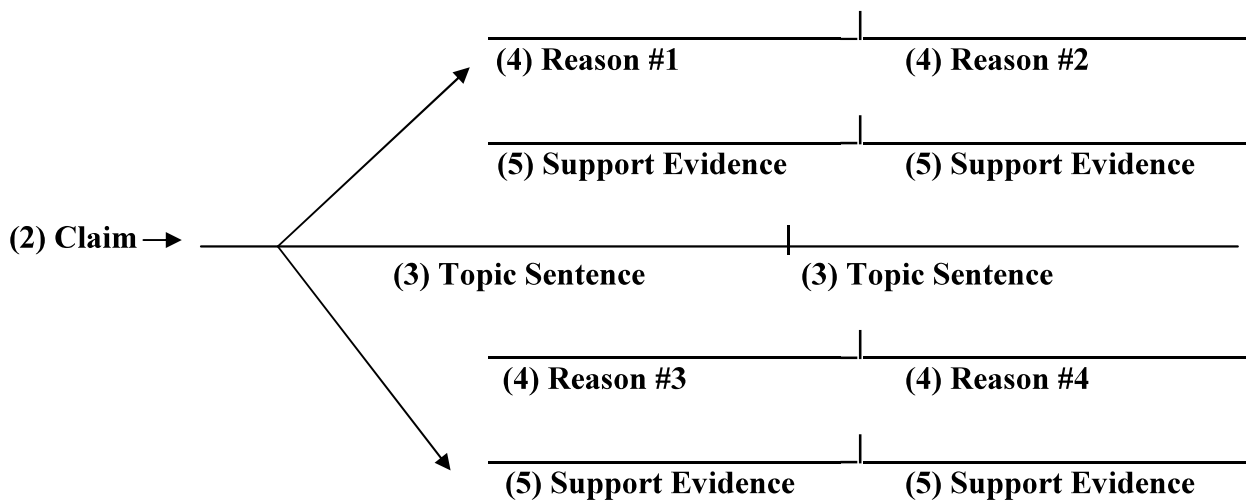
- Using your **WHO, WHAT, HOW, DO** writing prompt dissection, write a one-sentence (2) **Claim**. Don't refer to the writing format, introduce evidence, or write a split (divided) claim.

(2) Claim

- Organize the words and phrases brainstormed in the Open Mind in the appropriate boxes of the “Fishbone” Pre-Write. Use a variety of evidence to describe your topic.

Types of Evidence: FE SCALE CC

- **F**act means something actually said or done. Use quotes for direct or indirect quotations.
- **E**xample is a subset typical of a category or group.
- **S**tatistic is a numerical figure that represents evidence gained from scientific research.
- **C**omparison means to show how the subject is like something else in a meaningful way.
- **Q**uote from an **A**uthority is something said by an expert on the subject.
- **L**ogic means to use deductive (general to specific) or inductive (specific to general) reasoning to prove a point.
- **E**xperience used as evidence may be a commonly known event or an event of which there is limited knowledge.
- **C**ounterclaim/**C**ounterargument—A counterclaim states an argument against your point of view. The counterargument disproves the counterclaim.





Step 5: Draft

Introduction Directions: Write two or more **(1) Introduction Strategies** sentences to lead into the **(2) Claim**, using transition words to connect as needed.

Introduction Strategies: DQ RAPS BC

- **D**efinition-Sentences that explain the meaning of a key word that may be unfamiliar to the reader or help to narrow the focus of the subject.
- **Q**uestion to be **A**nswered-A sentence worded as a question that asks either a question needing no answer (rhetorical question) or a question to make the reader think of a question that will be answered in the essay.
- **R**eference to Something Known in Common-Sentences that refer to a fact or idea already known by most people, including your reader.
- Quote from an **A**uthority-Sentences that quote an authority in the subject of the essay. It must list the name of the authority.
- **P**review of Topic Sentences-Sentences that list the subjects of each body paragraph topic sentence in the order they appear in the essay.
- **S**tartling Statement-Sentences that are designed to startle the reader with an emotional response to help support the claim.
- **B**ackground-Sentences that briefly explain the setting or help your reader better understand the claim.
- **C**ontroversial Statement-Sentences that interest the reader because many might disagree with what is being said.

Body Paragraphs Directions: Use the graphic organizer to help you write two or more body paragraphs. Each should include a **(3) Topic Sentence** and two or three **(4) Reasons**, each supported by one or two sentences that offer **(5) Support Evidence**. These support evidence sentences should include a variety of evidence.

Conclusion Directions: Write a thesis restatement that re-states the **Writing Prompt**. Then, write two **(6) Conclusion Strategies** sentences, using transition words to connect as needed. Leave your reader satisfied that you have completely responded to your **(2) Claim**. Do not add any additional evidence to your conclusion.

Conclusion Strategies GQ SALE SC

- **G**eneralization-Sentences that make one of your specific points more general in focus.
- **Q**uestion for Further Study-Sentences that mention a related subject or question that is beyond the focus of the essay.
- Statement of **S**ignificance-Sentences that discuss the importance and relevance of the proven claim.
- **A**pplication-Sentences that apply the proven claim to another idea or issue.
- Argument **L**imitations-Sentences that explain how or why your conclusions are limited.
- **E**mphasis of Key Point-Sentences that mention and add importance to one of the points of your essay.
- **S**ummary Statement-Sentences that list the main ideas and major details of the essay.
- **C**all to Action- Sentences that challenge the reader to take a stand, make a difference, or get involved.



Step 6: Respond, Revise, Edit, and Publish

Directions

Respond

1. Students should exchange their completed rough drafts and **Analytical Rubrics** with a response partner to receive objective feedback about the content and quality of their writing.
2. Using their partner's **Analytical Rubric**, response partners first read the **Writing Standards** for the **Introduction Paragraph**. Then, response partners write ✓ marks for each mastered component in the **Response** ✓ column.
3. Response partners follow the same procedures for **Body Paragraphs #1** and **#2**, referencing the **Quality and Relevance of Evidence** in Appendix A to complete these sections.
4. Next, response partners follow the same procedures for the **Conclusion Paragraph**.
5. Finally, response partners follow the same procedures for the Writing Standards components in the **Writing Style and Conventions** section.

Revise

Writers review the components that did not receive ✓ marks in the **Response** ✓ column of their **Analytical Rubric** and add, delete, substitute, or rearrange to revise their rough draft. As each component has been revised, writers place a ✓ mark in the **Revision Checklist** ✓ column.

Writers should reference the **Quality and Relevance of Evidence**, **Writing Issues and Revision Tasks**, and **Grammatical Sentence Openers** resources in Appendix A to revise their rough drafts. If hand-written, the revisions should be added on the rough draft itself. If word processed, the revisions should be completed as Track Changes.

Edit

Appendix A provides four useful resources to help students edit their essays. The first editing resource is the **Independent Spelling Editing Chart**. This resource will help students to independently problem-solve spelling pattern errors before consulting a dictionary.

The second editing resource is the **Conventional Spelling Rules**. This concise list of rules and examples is an excellent reference for difficult spellings that are not covered by the spelling patterns of the other chart.

The third editing resource is the **Mechanics Rules Chart**. This brief list of mechanics rules and examples covers the most common capitalization and punctuation rules.

The fourth editing resource is the **Irregular Verbs Chart**. This handy list of the most common irregular verbs and their forms will help students correct subject-verb problems.

Publish

After editing, the writer completes the second draft, and the writer (or response partner) grades that draft in the **Formative Assessment** column of the **Analytical Rubric**, using the 1-5 scale. The writer then revises, with teacher guidance, and publishes the final draft.

WHO, WHAT, HOW, DO

WHO Underline any words which identify the audience or the role of the writer.

WHAT Circle any words which identify the topic, context, or purpose of the writing task.

[HOW] Bracket any words which identify the writing format or the resource text (including title and author).

DO Box any words which identify key writing direction words.

Writing Prompt

The purpose of an advertisement is to sell a product or a service. Unfortunately, some advertisements can be less than truthful about their claims. Sometimes what is *not* said is just as important as what *is* said in advertising.

Consumers can often avoid falling for false advertising by carefully “reading between the lines.” *Evaluate* the claims of this advertisement.

TES Step 2: Interact with the Resource Text Guided Practice

How to Talk to the Text

- **What's the big picture?** Ask what the main idea(s) is in this resource text.
- **What's the author going to say next?** Stay one step ahead of the author by anticipating what will be said next. Check the outcomes of your predictions as you read.
- **What questions does this information raise for me?** Ask personal questions that reflect your own interests and prior knowledge about the information in the reading resource.
- **What information is important?** As you read, decide which information specifically connects to the **Writing Prompt** and needs to be included in your margin notes.
- **How can I summarize this information?** Summarize the text at the end of each paragraph.
- **Ask WHO, WHAT, WHERE, WHEN and WHY questions as you read.**

How to Take Margin Notes

- Bracket [] definitions in the resource text and write **def** in the margin.
- Place check \checkmark marks in front of examples or evidence in the resource text and number these in the margin.
- Asterisk * any unknown vocabulary or confusing sections to review, research, or discuss with your teacher and write a question mark ?
- Write comments including criticisms in the margin.
- Write questions of the author and for your teacher in the margin.
- Draw arrows \updownarrow in the margin to connect related ideas.

5=Advanced 4=Proficient 3=Basic 2=Below Basic 1=Far Below Basic Writing Standards		Analytical Rubric Writing Process Essay 5 Essay Direction Word: Evaluate Writer _____ Response Partner _____		Diagnostic Assessment 1-5	Response ✓	Revision Checklist ✓	Formative Assessment 1-5	Summative Assessment 1-5
Introduction Paragraph								
→ (1) Introduction Strategy								
→ (1) Another Introduction Strategy								
→ (2) The Claim clearly states the judgment about the advertisement								
→ (2) The Claim clearly states the writer's point of view: to <i>evaluate</i>								
Body Paragraph #1								
→ (3) Topic Sentence clearly states the main idea of the paragraph								
→ (3) Topic Sentence clearly responds to the (2) Claim								
→ (4) Reason #1 clearly responds to the (3) Topic Sentence								
→ (5) Support Evidence clearly responds to the (4) Reason #1								
→ (4) Reason #2 clearly responds to the (3) Topic Sentence								
→ (5) Support Evidence clearly responds to the (4) Reason #2								
→ Variety of Reasons and Support Evidence in the (4) and (5) Sentences								
→ Quality/Relevance of the Reasons and Support Evidence in the (4) and (5) Sentences								
Body Paragraph #2								
→ (3) Topic Sentence clearly states the main idea of the paragraph								
→ (3) Topic Sentence clearly responds to the (2) Claim								
→ (4) Reason #3 clearly responds to the (3) Topic Sentence								
→ (5) Support Evidence clearly responds to the (4) Reason #3								
→ (4) Reason #4 clearly responds to the (3) Topic Sentence								
→ (5) Support Evidence clearly responds to the (4) Reason #4								
→ Variety of Reasons and Support Evidence in the (4) and (5) Sentences								
→ Quality/Relevance of the Reasons and Support Evidence in the (4) and (5) Sentences								
Conclusion Paragraph								
→ Restatement of the Claim								
→ (6) Conclusion Strategy								
→ (6) Another Conclusion Strategy								
Writing Style and Conventions								
→ Is the judgment about the advertisement consistent throughout the essay?								
→ Transitions								
→ Sentence Variety								
→ ¶ Indents, Formatting, and Neatness								
→ Third Person Active Voice								
→ Word Choice: No Over-use of "to be" Verbs, No Padding, Appropriate Vocabulary								
→ Formal Writing: No slang, abbreviations, contractions, figures of speech, interjections								
→ Grammar and Usage								
→ Punctuation								
→ Spelling								
→ Citations: Resource Text and Quotes from Authority Cited, Proper Format								
Totals →								