

EIGHT WRITING PROCESS ESSAYS



Four
Argumentative
Four
Informational/
Explanatory
Essays with
Analytical Rubrics

Reading
Passages,
Pre-writing, Draft,
Response,
Revision, and
Editing
Resources



Diagnostic Essay Assessment 5

Directions: Carefully read the **Writing Prompt**, the definition of the key **Essay Direction Word**, and the **Resource Text**. Respond to the **Writing Prompt** by writing an essay that is controlled by a central idea and is specifically developed. Make sure to include an introduction, body paragraphs, and a conclusion.

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.

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 4 1/2". '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!

BE TALLER!

YOU BETTER BELIEVE IT!

PRICED AT ONLY \$7.98

MAIL NO-RISK COUPON

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
Address
Age Height increase desired in.

MAIL THIS COUPON TODAY

Writing Process Essay 1



Step 1: Dissect the Writing Prompt

Directions

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

Writing Prompt

In Sonnet 18, William Shakespeare claims that his poem will immortalize the woman he loves. He uses metaphor (an implied comparison of two or more unlike objects) and personification (giving human characteristics to non-living objects) to praise his beloved. *Examine* the metaphor and personification Shakespeare uses in Sonnet 18.

Essay Direction Word

Examine means to inspect the details closely and test according to a standard.

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 and the role of the writer.

WHAT

Circle any words which identify the topic and format of the writing task.

[HOW]

Bracket any words which identify the context, author(s), and source(s).

DO

Box any words which identify key writing direction words.

Put into your own words the basic question to be answered from the **Writing Prompt**.



Step 2: Interact with the Resource Text

Directions

1. Read the resource text. As you read, “talk to the text” with the **SCRIP Reading Comprehension** cueing prompts: Summarize, Re-think, Connect, Interpret, and Predict.
2. Re-read the resource text, mark it up, and add margin notes to connect the reading to the **Writing Prompt**. See Appendix for **SCRIP Reading Comprehension** instructions.

Resource Text

“Sonnet 18” by William Shakespeare
Parallel Text by Mark Pennington

Margin Notes

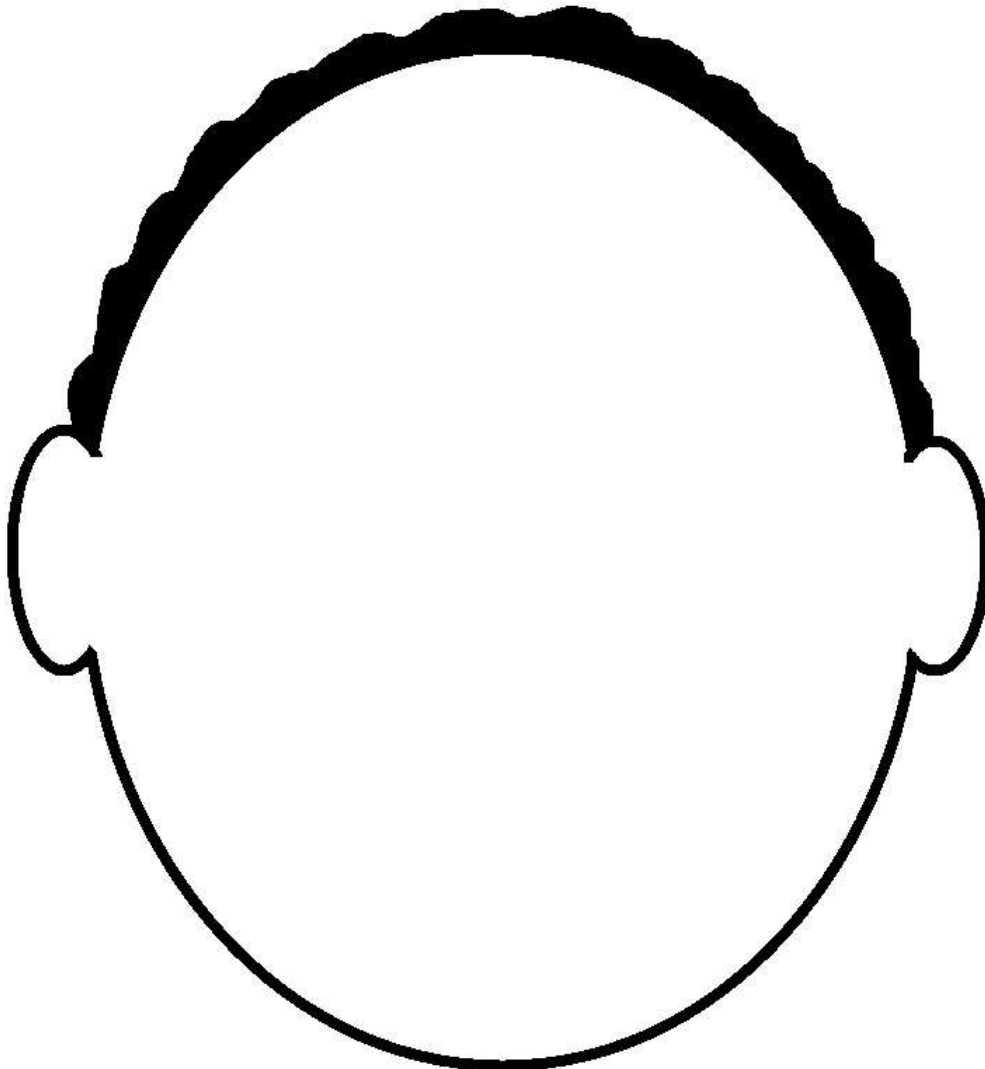
Shall I compare thee to a summer's day?
Shall I compare you to a summer's day?
Thou art more lovely and more temperate:
You are more lovely and more mild:
Rough winds do shake the darling buds of May,
Rough winds shake the lovely buds of May,
And summer's lease hath all too short a date:
And summer is far too short:
Sometime too hot the eye of heaven shines,
Sometimes the sun is too hot,
And often is his gold complexion dimm'd;
And often the sun goes behind clouds;
And every fair from fair sometime declines,
And everything beautiful sometimes loses lose its beauty,
By chance or nature's changing course untrimm'd;
By misfortune or by nature's plan.
But thy eternal summer shall not fade
But your youth shall not fade,
Nor lose possession of that fair thou owest;
Nor will you lose the beauty that you possess;
Nor shall Death brag thou wander'st in his shade,
Nor will Death take you for himself,
When in eternal lines to time thou growest:
Because in this poem you will live forever.
So long as men can breathe or eyes can see,
So long as men can breathe or eyes can see,
So long lives this and this gives life to thee.
So long will this poem live to keep you alive.



Step 3: Brainstorm the Topic

Directions

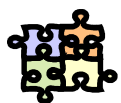
Brainstorm the topic with information from your **WHO, WHAT, HOW, DO** writing prompt dissection, the **Resource Text**, and your own prior knowledge. Write words and phrases inside the **Open Mind**.



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

(2) Thesis Statement

5=Advanced 4=Proficient 3=Basic 2=Below Basic 1=Far Below Basic Writing Standards		Analytical Rubric Writing Process Essay 1 Essay Direction Word: <i>Examine</i>		Diagnostic Assessment 1-5	Response X	Revision Checklist X	Formative Assessment 1-5	Summative Assessment 1-5
Writer _____ Response Partner _____								
Introduction Paragraph								
→ (1) Introduction Strategy								
→ (1) Another Introduction Strategy								
→ (2) Thesis Statement clearly states both topics: metaphor and personification								
→ (2) Thesis Statement clearly states the writing purpose: to <i>examine</i>								
Body Paragraph #1								
→ (3) Topic Sentence clearly states the first topic to examine								
→ (3) Topic Sentence clearly responds to the (2) Thesis Statement								
→ (4) Evidence #1 Sentence clearly responds to the (3) Topic Sentence								
→ (5) Analysis clearly responds to the (4) Evidence #1 Sentence								
→ (4) Evidence #2 Sentence clearly responds to the (3) Topic Sentence								
→ (5) Analysis clearly responds to the (4) Evidence #2 Sentence								
→ Variety of Evidence and Analysis in the (4) and (5) Sentences								
→ Relevance of Evidence and Analysis in the (4) and (5) Sentences								
Body Paragraph #2								
→ (3) Topic Sentence clearly states the second topic to examine								
→ (3) Topic Sentence clearly responds to the (2) Thesis Statement								
→ (4) Evidence #3 Sentence clearly responds to the (3) Topic Sentence								
→ (5) Analysis clearly responds to the (4) Evidence #3 Sentence								
→ (4) Evidence #4 Sentence clearly responds to the (3) Topic Sentence								
→ (5) Analysis clearly responds to the (4) Evidence #4 Sentence								
→ Variety of Evidence and Analysis in the (4) and (5) Sentences								
→ Relevance of Evidence and Analysis in the (4) and (5) Sentences								
Conclusion Paragraph								
→ Restatement of the Thesis								
→ (6) Conclusion Strategy								
→ (6) Another Conclusion Strategy								
Writing Style and Conventions								
→ Are the examples from the poem clearly examined according to the poetic devices?								
→ 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		→						



Step 4: Plan the Body Paragraphs

Directions

1. 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

-
2. Organize the words and phrases brainstormed in the Open Mind in the appropriate boxes of the "Reasons and Evidence" Pre-Write. Use a variety of evidence to describe your topic.

Types of Evidence: FE SCALE CC

- **Fact** means something actually said or done. Use quotes for direct or indirect quotations.
- **Example** is a subset typical of a category or group.
- **Statistic** is a numerical figure that represents evidence gained from scientific research.
- **Comparison** means to show how the subject is like something else in a meaningful way.
- **Quote from an Authority** is something said by an expert on the subject.
- **Logic** means to use deductive (general to specific) or inductive (specific to general) reasoning to prove a point.
- **Experience** used as evidence may be a commonly known event or an event of which there is limited knowledge.
- **Counterclaim/ Counterargument**—A counterclaim states an argument against your point of view. The counterargument disproves the counterclaim.

Summarize your opinion or theory in the left box. List reasons in the middle boxes and support evidence in the right boxes.

Reason #1	Support Evidence	Analysis
Reason #2	Support Evidence	Analysis
Counterclaim	Counterargument	Analysis

Writing Process Essay #4



Step 1: Dissect the Writing Prompt

Directions

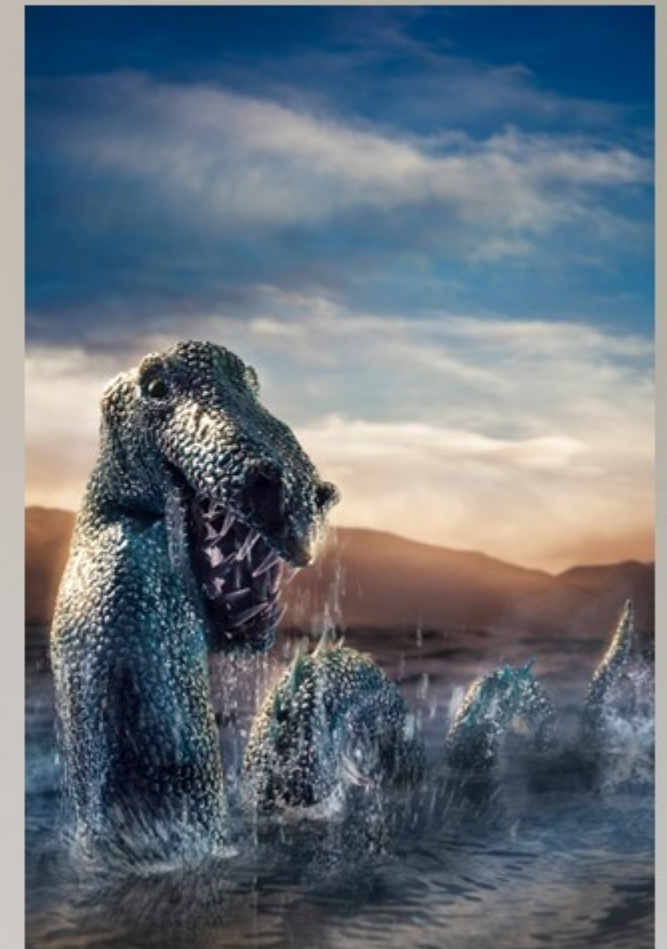
1. Carefully read the **Writing Prompt** and the definition of the key **Essay Direction Word**.

Writing Prompt

Both the Abominable Snowman and the Loch Ness Monster have interested curious-minded people for years. The question of whether either creature really exists is probably still unanswered. Compare and contrast the evidence for the existence of these creatures found in this blog post and magazine article excerpt.

Essay Direction Word

Compare means to show how things are the same, and *contrast* means to show how things are different. If the writing prompt only mentions *compare*, you must still do both tasks.



Writing Process Essay #8



Step 4: Plan the Body Paragraphs

Directions: Organize the Open Mind brainstorming and add to this graphic organizer

Reason #1	Support Evidence	Analysis
Reason #2	Support Evidence	Analysis
Counterclaim	Counterargument	Analysis

5=Advanced 4=Proficient 3=Basic 2=Below Basic 1=Far Below Basic Writer: Response Partner: Writing Standards	Analytical Rubric Writing Process Essay 1 Essay Direction Word: <i>Examine</i>				
	Diagnostic Assessment 1-5	Response X	Revision Checklist X	Formative Assessment 1-5	Summative Assessment 1-5
Introduction Paragraph					
→ (1) Introduction Strategy					
→ (1) Another Introduction Strategy					
→ (2) Thesis Statement clearly states both topics: metaphor and personification					
→ (2) Thesis Statement clearly states the writing purpose: to <i>examine</i>					
Body Paragraph #1					
→ (3) Topic Sentence clearly states the first topic to examine					
→ (3) Topic Sentence clearly responds to the (2) Thesis Statement					
→ (4) Evidence #1 Sentence clearly responds to the (3) Topic Sentence					
→ (5) Analysis clearly responds to the (4) Evidence #1 Sentence					
→ (4) Evidence #2 Sentence clearly responds to the (3) Topic Sentence					
→ (5) Analysis clearly responds to the (4) Evidence #2 Sentence					
→ Variety of Evidence and Analysis in the (4) and (5) Sentences					
→ Relevance of Evidence and Analysis in the (4) and (5) Sentences					