

# TEACHING ESSAYS BUNDLE

MARK PENNINGTON



HOW TO TEACH  
ESSAYS,  
EIGHT WRITING  
PROCESS  
ESSAYS, and  
ESSAY SKILLS  
WORKSHEETS

Step by Step Skill  
Development  
with 3 Options:  
Print  
Fillable PDFs  
Google Slides



PENNINGTON  
PUBLISHING

<b>5=Advanced</b> <b>4=Proficient</b> <b>3=Basic</b> <b>2=Below Basic</b> <b>1=Far Below Basic</b>		<b>Analytical Rubric</b> <b>Writing Process Essay 1</b> <b>Essay Direction Word: <i>Examine</i></b>				
<b>Writing Standards</b> <b>Introduction Paragraph</b>		Diagnostic Assessment 1-5	Response ✓	Revision Checklist ✓	Formative Assessment 1-5	Summative Assessment 1-5
Writer _____ Response Partner _____						
→ (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>						
<b>Body Paragraph #1</b>						
→ (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						
<b>Body Paragraph #2</b>						
→ (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						
<b>Conclusion Paragraph</b>						
→ Restatement of the Thesis						
→ (6) Conclusion Strategy						
→ (6) Another Conclusion Strategy						
<b>Writing Style and Conventions</b>						
→ 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		→				

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	<b>Writer _____</b> <b>Response Partner _____</b>									
<b>Introduction Paragraph</b>										
→ (1) Introduction Strategy										
→ (1) Another Introduction Strategy										
→ (2) Thesis Statement clearly states the reasons given to establish reservations										
→ (2) Thesis Statement clearly states the writing purpose: to <i>explain</i>										
<b>Body Paragraph #1</b>										
→ (3) Topic Sentence clearly states the first topic to explain										
→ (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										
<b>Body Paragraph #2</b>										
→ (3) Topic Sentence clearly states the second topic to explain										
→ (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										
<b>Conclusion Paragraph</b>										
→ Restatement of the Thesis										
→ (6) Conclusion Strategy										
→ (6) Another Conclusion Strategy										
<b>Writing Style and Conventions</b>										
→ Clarity: Are the reasons given to establish reservations clearly explained?										
→ 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 →										

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<b>Introduction Paragraph</b>									
→ (1) Introduction Strategy									
→ (1) Another Introduction Strategy									
→ (2) Thesis Statement clearly states the topic: why Edison was so successful									
→ (2) Thesis Statement clearly states the writing purpose: to <i>analyze</i>									
<b>Body Paragraph #1</b>									
→ (3) Topic Sentence clearly states the first topic to analyze									
→ (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									
<b>Body Paragraph #2</b>									
→ (3) Topic Sentence clearly states the second topic to analyze									
→ (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									
<b>Conclusion Paragraph</b>									
→ Restatement of the Thesis									
→ (6) Conclusion Strategy									
→ (6) Another Conclusion Strategy									
<b>Writing Style and Conventions</b>									
→ Are the selected reasons analyzed sufficiently such that the thesis is proved?									
→ 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									
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<b>Introduction Paragraph</b>										
→ (1) Introduction Strategy										
→ (1) Another Introduction Strategy										
→ (2) Thesis Statement clearly states both topics: the Yeti and the Loch Ness Monster										
→ (2) Thesis Statement clearly states the writing purpose: to <i>compare and contrast</i>										
<b>Body Paragraph #1</b>										
→ (3) Topic Sentence clearly states the main topic to compare										
→ (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										
<b>Body Paragraph #2</b>										
→ (3) Topic Sentence clearly states the main topic to contrast										
→ (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										
<b>Conclusion Paragraph</b>										
→ Restatement of the Thesis										
→ (6) Conclusion Strategy										
→ (6) Another Conclusion Strategy										
<b>Writing Style and Conventions</b>										
→ Is there an even balance of evidence between comparisons and contrasts?										
→ 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 →										

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<b>Introduction Paragraph</b>											
→ (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>											
<b>Body Paragraph #1</b>											
→ (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											
<b>Body Paragraph #2</b>											
→ (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											
<b>Conclusion Paragraph</b>											
→ Restatement of the Claim											
→ (6) Conclusion Strategy											
→ (6) Another Conclusion Strategy											
<b>Writing Style and Conventions</b>											
→ 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 →											

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<b>Writing Standards</b> Writer _____ Response Partner _____										
<b>Introduction Paragraph</b>										
→ (1) Introduction Strategy										
→ (1) Another Introduction Strategy										
→ (2) The Claim clearly states the topic: whether gambling should be banned										
→ (2) The Claim clearly states the writer's point of view: to <i>justify</i> a position										
<b>Body Paragraph #1</b>										
→ (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										
<b>Body Paragraph #2</b>										
→ (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										
<b>Conclusion Paragraph</b>										
→ Restatement of the Claim										
→ (6) Conclusion Strategy										
→ (6) Another Conclusion Strategy										
<b>Writing Style and Conventions</b>										
→ Does the evidence consistently justify the author's point of view?										
→ 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		→								

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<b>Writer</b> _____ <b>Response Partner</b> _____		Diagnostic Assessment 1-5	Response ✓	Revision Checklist ✓	Formative Assessment 1-5	Summative Assessment 1-5
<b>Introduction Paragraph</b>						
→ (1) Introduction Strategy						
→ (1) Another Introduction Strategy						
→ (2) The Claim clearly states the topic: endangered species						
→ (2) The Claim clearly states the writer’s point of view: to <i>persuade</i> the audience						
<b>Body Paragraph #1</b>						
→ (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						
<b>Body Paragraph #2</b>						
→ (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						
<b>Conclusion Paragraph</b>						
→ Restatement of the Claim						
→ (6) Conclusion Strategy						
→ (6) Another Conclusion Strategy						
<b>Writing Style and Conventions</b>						
→ Is the persuasive argument 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						
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<b>Totals</b>		→				



## Writing Process Essay 8

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### Step 1: Dissect the Writing Prompt

#### Directions

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

#### Writing Prompt

Boxing is one of the world's most popular sports. Many argue that the violent nature of the sport leads to serious injuries and deaths and so boxing should be banned. Others point out important safety reforms in the sport and suggest that other sports such as football and martial arts can be equally as violent. Argue whether boxing should remain legal or not, using information from the song excerpt, newspaper editorial, and letter to the editor.

#### Essay Direction Word

*Argue* means to prove an opinion or theory to be correct or true.

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.**

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

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## 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: “Time to Ban Boxing” *The Reno Times* by Mark Pennington Margin Notes**

### Editorial

“Who killed Davey Moore  
Why an’ what’s the reason for?  
...It wasn’t me that made him fall,  
No, you can’t blame me at all.”

Bob Dylan Copyright © 1964, 1965 by Warner Bros. Inc.;  
renewed 1992, 1993 by Special Rider Music

In 1964, folksinger Bob Dylan wrote the song “Who Killed Davey Moore?” to call attention to the serious injuries that often take place within the sport of boxing. In a 1963 boxing match, Moore suffered a brain injury that caused his death four days later. Dylan’s song shared blame among the referee, crowd, managers, gamblers, newspaper writers, and the boxers themselves. Largely as a result of this song, many Americans called for a complete ban on the sport of boxing.

Doctors have raised concerns about the level of violence in boxing for years. In 1984, members of the American Medical Association voted in favor of a complete ban on boxing. Doctors agree that severe blows to the head can result in damage to nerve pathways and cause bleeding in the brain. Muhammad Ali’s slurred speech and difficulty walking, due to boxing-related brain trauma, provide ample evidence to ban this violent sport.

In fact, since 2002 six boxers have died in the ring during boxing matches. It’s time to follow the advice of doctors and assign blame where it most makes sense: on the sport of boxing itself.

The editor is misinformed in her July 25<sup>th</sup> editorial titled “Time to Ban Boxing.” The medical community is certainly not unanimous in the view that boxing is unsafe. In fact, the 1963 death of boxer Davey Moore provides an interesting case in point. Some months after the match, a group of medical specialists viewed film of the fight. These doctors concluded that Moore’s brain trauma may have been caused when his head landed on the tight bottom rope in the 10th round. These same doctors hypothesized that a punch or series of punches may not have caused the boxer’s death.

In response to Moore's death, California officials adopted several important safety rules. A fourth rope around the boxing ring was added and the bottom rope was loosened to prevent future injury. Referees and ringside doctors were instructed to stop fights earlier when needed and to call more technical knockouts when medical concerns were evident.

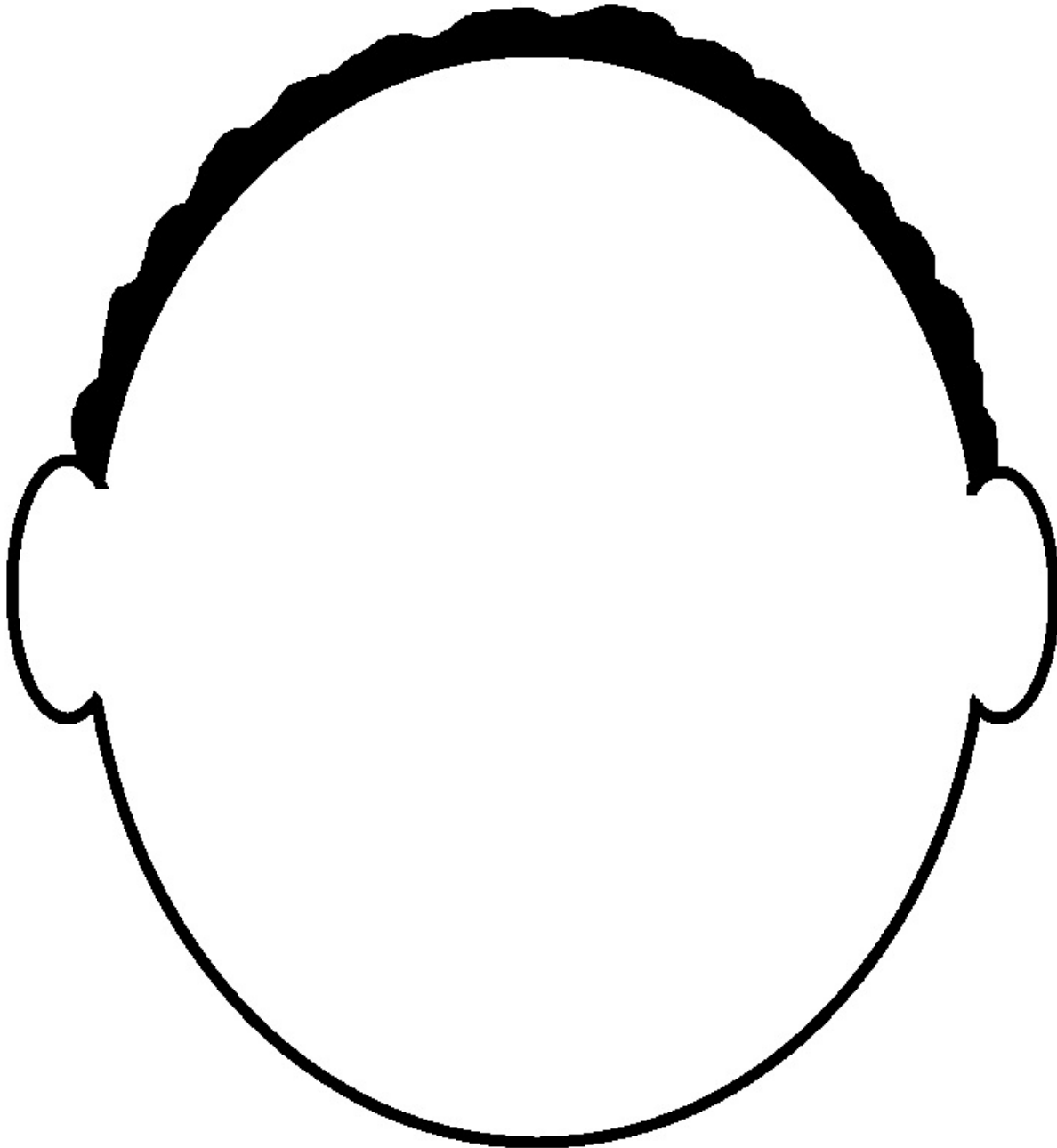
Today's professional boxers wear more heavily padded gloves. Boxers are required to wear a mouthpiece to protect the teeth. A foul protector is worn under the trunks to protect against low punches. Female boxers are allowed to wear a chest protector. Amateur (non-professional) boxers and all Olympic boxers wear helmets to prevent injury. Deaths do occur in the ring, but not as often as a half century ago.

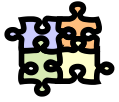


### Step 3: Brainstorm the Topic

#### 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

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- 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

- **F****a****ct** means something actually said or done. Use quotes for direct or indirect quotations.
- **E****x****ample** is a subset typical of a category or group.
- **S****t****atistic** is a numerical figure that represents evidence gained from scientific research.
- **C****o****mparison** means to show how the subject is like something else in a meaningful way.
- **Q****u****ote from an A****u****thority** is something said by an expert on the subject.
- **L****o****gic** means to use deductive (general to specific) or inductive (specific to general) reasoning to prove a point.
- **E****x****perience** used as evidence may be a commonly known event or an event of which there is limited knowledge.
- **C****o****unterclaim/ C****o****unterargument**—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



## 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.
- **Q**uote 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.
- **S**tatement 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.
- **A**rgument **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.

## Step 1: Dissect the Writing Prompt Guided Practice

### **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.**

### **Writing Prompt**

Boxing is one of the world's most popular sports. Many argue that the violent nature of the sport leads to serious injuries and deaths and so boxing should be banned. Others point out important safety reforms in the sport and suggest that other sports such as football and martial arts can be equally as violent. Argue whether boxing should remain legal or not, using information from the song excerpt, newspaper editorial, and letter to the editor.



## 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.

<b>5=Advanced</b> <b>4=Proficient</b> <b>3=Basic</b> <b>2=Below Basic</b> <b>1=Far Below Basic</b> <b>Writing Standards</b>		<b>Analytical Rubric</b> <b>Writing Process Essay 8</b> <b>Essay Direction Word: <i>Argue</i></b> <b>Writer _____</b> <b>Response Partner _____</b>		Diagnostic Assessment 1-5	Response ✓	Revision Checklist ✓	Formative Assessment 1-5	Summative Assessment 1-5
<b>Introduction Paragraph</b>								
→ (1) Introduction Strategy								
→ (1) Another Introduction Strategy								
→ (2) The Claim clearly states the cause-effect relationship								
→ (2) The Claim clearly states the writer’s point of view: to <i>argue</i> a position								
<b>Body Paragraph #1</b>								
→ (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								
<b>Body Paragraph #2</b>								
→ (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								
<b>Conclusion Paragraph</b>								
→ Restatement of the Claim								
→ (6) Conclusion Strategy								
→ (6) Another Conclusion Strategy								
<b>Writing Style and Conventions</b>								
→ Clarity: Are there clear relationships between the reasons and evidence?								
→ 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 →								

## Essay Planning Guide

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### Common Core State Standard Writing 2.0 *essays designed to inform the reader...*

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

#### Writing Direction Words

#### Dates/Notes

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

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**2. Explain** means to make something clear or answers *why*.

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**3. Analyze** means to break apart the subject and explain each part.

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**4. Compare** means to show how things are the same, and **contrast** means to show how things are different.

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### Common Core State Standard Writing 1.0 *for essays designed to convince the reader...*

Write arguments to support claims with clear reasons and relevant evidence.

#### Writing Direction Words

**5. Evaluate** means to make a judgment after careful observation.

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**6. Justify** means to give reasons, based upon established rules, to support your arguments.

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**7. Persuade** means to convince the reader of your argument or claim.

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**8. Argue** means to prove an opinion or theory to be correct or true.

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