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| The “No-Struggle” Informative Essay  **This document provides you with a teacher-approved essay outline with ready-made sentence stems/frames. Days and Weeks before the big test day memorize all sentence stems in the correct order for the two types of essays, informative and argumentative. Notice that the main differences between the two types of essays are in the Introduction and the Conclusion, the body is similarly structured. On test day follow these steps:**   1. **Read writing prompt and decide if an informative or an argumentative essay is required.** 2. **In the text box or on your planning sheet write in all the sentence stems for the essay type identified.** 3. **Then quickly read (skim) and analyze the source texts/passage/images provided.** 4. **Strategically pull in the appropriate information to complete each sentence.** 5. **DO NOT include the headings or text in red in your essay, those are just guides.** 6. **Once you have completed your draft, whisper read your essay and run through the proofread mental check list to make necessary edits/revisions.** | | |
|  | **Good Advice & Guidance** | **Sentence Stems & Frames** |
| **INFORMATIVE INTRO** | An informative essays are educational and helpful. Introduce the topic by providing 1-2 sentences of **Background Information** or lead in with acaptivating **Hook** or **Grabber**. A reliable option is to paraphrase a definition or provide common knowledge on the subject. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **is**    **(define the object or topic of the essay).** |
| State your **Thesis** or controlling idea that will be the focal point of your paper. Then follow up with your three elements, they can be steps in a process, points you’d like to make.  \* R3 is optional if given and clearly explained in the source texts**.** | **Based on the resources, it is shown that (state thesis).** |
| **There is the fact that \_\_\_\_ (R1) \_\_\_\_** |
| **Likewise, \_\_\_\_ (R2) \_\_\_\_** |
| **\*Furthermore, \_\_\_\_ (R3) \_\_\_\_** |
| **BODY PARAGRAPH 1** | **1st element** or **reason** that supports your thesis or claim | **First and foremost,** |
| **Evidence** from source text | **According to (article title, source #, author, editorial, educational blog,).** |
| **Elaboration**  ***M & M*** (What this evidence Means) | **In other words,** |
| **Elaboration**  ***M & M*** (Why this evidence Matters) | **This is important because,** |
| **BODY PARAGRAPH 2** | 2nd **element** or **reason** that supports your thesis or claim | **Equally imporant,** |
| **Evidence** from source text | **As stated in (# source, article, the article titled \_\_\_\_)** |
| **Elaboration**  ***M & M*** (What this evidence Means) | **Basically, the author is saying** |
| **Elaboration**  ***M & M*** (Why this evidence Matters) | **This fact deserves attention given that** |
| **BODY PARAGRAPH 3** | 3rd **element** or **reason** that supports  your thesis or claim | **Moreover,** |
| **Evidence** from source text | **To quote (author’s last name, title, paragraph #, line #, source #) “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”** |
| **Elaboration**  ***M & M*** (What this evidence Means) | **This shows (choose from 5W’s & H)** |
| **Elaboration**  ***M & M*** (Why this evidence Matters) | **This quote is significant because** |
| **INFORMATIVE CONCLUSION** | Restate your **Thesis**  **Recap**: Restate the most important reasons discussed in body paragraphs 1, 2, and 3. Use fresh, new words and a variety of sentences where possible. | **In conclusion, (restate thesis).** |
| **There is the fact that \_\_\_\_(R1)\_\_\_\_** |
| **Likewise, \_\_\_\_(R2)\_\_\_\_** |
| **Furthermore, \_\_\_\_(R3)\_\_\_\_** |

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| The “No-Struggle” Informative Essay  How do you know you are expected to write an informative essay? What clues exist in the prompt?  Rephrase the prompt as a Questions. |
| **is** |
| **Based on the resources, it is shown that** |
| **There is the fact that** |
| **Likewise,** |
| **Furthermore,** |
| **First and foremost,** |
| **According to** |
| **In other words,** |
| **This is important because,** |
| **Equally important,** |
| **As stated in** |
| **Basically, the author is saying** |
| **This fact deserves attention given that** |
| **Moreover,** |
| **To quote** |
| **This shows** |
| **This quote is significant because** |
| **In conclusion,** |
| **There is the fact that** |
| **Likewise,** |
| **Furthermore,** |

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| The “No-Struggle” Argumentative Essay  **This document provides you with a teacher-approved essay outline with ready-made sentence stems/frames. Days and Weeks before the big test day memorize all sentence stems in the correct order for the two types of essays, informative and argumentative. Notice that the main differences between the two types of essays are in the Introduction and the Conclusion, the body is similarly structured. On test day follow these steps:**   1. **Read writing prompt and decide if an informative or an argumentative essay is required.** 2. **In the text box or on your planning sheet write in all the sentence stems for the essay type identified.** 3. **Then quickly read (skim) and analyze the source texts/passage/images provided.** 4. **Strategically pull in the appropriate information to complete each sentence.** 5. **DO NOT include the headings or text in red in your essay, those are just guides.**   **Once you have completed your draft, whisper read your essay and run through the proofread mental check list to make necessary edits/revisions.** | | |
| **ARGUMENTAIVE INTRO** | An argumentative essay is a type of writing that requires the writer to establish their position on a moral, social, ethical, or generally controversial issue/topic. Introduce the topic by providing 1-2 sentences of **Background Information**. Start by stating the two sides of the argument. | **People (or specific type of profession/group/organization) cannot seem to agree as to whether or not (state the two sides of the argument).** |
| Pick a side and state your **Claim**. Follow up with your strongest reasons. R1 and R2 are required R3 is optional!  \*\* R3 is optional if given in the source text and can be strongly supported | **There is good reason to believe that (state your claim).** |
| **There is the fact that \_\_\_\_ (R1) \_\_\_\_** |
| **Likewise, \_\_\_\_ (R2) \_\_\_\_** |
| \*\***Furthermore, \_\_\_\_ (R3) \_\_\_\_** |
| **BODY PARAGRAPH 1** | **1st element** or **reason** that supports your thesis or claim | **First and foremost,** |
| **Evidence** from source text | **According to (article title, source #, author, editorial, blog,).** |
| **Elaboration**  ***M & M*** (What this evidence Means) | **In other words,** |
| **Elaboration**  ***M & M*** (Why this evidence Matters) | **This is important because,** |
| **BODY PARAGRAPH 2** | 2nd **element** or **reason** that supports your thesis or claim | **Equally important,** |
| **Evidence** from source text | **As stated in (# source, article, the article titled \_\_\_\_)** |
| **Elaboration**  ***M & M*** (What this evidence Means) | **Basically, the author is saying** |
| **Elaboration**  ***M & M*** (Why this evidence Matters) | **This fact deserves attention given that** |
| **BODY PARAGRAPH 3** | 3rd **element** or **reason** that supports  your thesis or claim | **Moreover,** |
| **Evidence** from source text | **To quote (author’s last name, title, paragraph #, line #, source #) “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”** |
| **Elaboration**  ***M & M*** (What this evidence Means) | **This shows (choose from 5W’s & H)** |
| **Elaboration**  ***M & M*** (Why this evidence Matters) | **This quote is significant because** |
| **ARGUMENTATIVE CONCLUSION** | Restate your **Claim** | **In conclusion,** |
| Introduce **Opposing/Counter Claim:** The other/opposite side of the argument. | **Those who disagree might argue that (state opposing claim).** |
| **Opposing Evidence**: Identify a piece of **evidence** that may be used against you to diminish your argument. | **As evidence they may point to (article, source #, author, line #).** |
| **Opposing Elaboration**  ***M & M*** (What this evidence Means) | **In essence, what they are trying to say is that** |
| **Refutation**: Show the weakness/flaws in their reasoning | **However, here is the weakness in that,** |
| **Recap**: Remind your audience of your claim and refer back to the strong reasons you stated earlier. | **Therefore, It is clear to see for all the compelling reasons previously mentioned, that (restate claim).** |
| **Clincher:** Optional, only if you can handle it! Otherwise, leave it out. | **In the future, (give strong and wise words of advice directly related to the claim).** |

***Tip****: If you can develop the conclusion for the argumentative essay, it can be split into two separate paragraphs. Break after the refutation and restate the supporting reasons individually, in standalone sentences.*

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| The “No-Struggle” Argumentative Essay  How do you know you are expected to write an argumentative essay? What clues exist in the prompt?  Rephrase the prompt as a Questions. |
| **People cannot seem to agree as to whether** |
| **There is good reason to believe that** |
| **There is the fact that** |
| **Likewise,** |
| **Furthermore,** |
| **First and foremost,** |
| **According to** |
| **In other words,** |
| **This is important because,** |
| **Equally important,** |
| **As stated in** |
| **Basically, the author is saying** |
| **This fact deserves attention given that** |
| **Moreover,** |
| **To quote** |
| **This shows** |
| **This quote is significant because** |
| **In conclusion,** |
| **Those who disagree might argue that** |
| **As evidence they may point to** |
| **In essence, what they are trying to say is that** |
| **However, here is the weakness in that,** |
| **Therefore, It is clear to see for all the compelling reasons previously mentioned, that** |
| **In the future,** |

***Proofread Mental Checklist***

***After writing my essay, did I…?***

* *Whisper read under my breath to catch mistakes I did not see earlier?*
* *Press enter and indented new paragraphs?*
* *Capitalize every sentence?*
* *Punctuate every sentence with a period or other end mark?*
* *Open and close direct quotes using quotations marks?*
* *Use formal language only, and EXCLUDE text talk, emojis, shorthand and abbreviations?*
* *Avoid contractions like* **don’t, can’t, wouldn’t** *and instead write them in expanded form?*
* *Write impersonally, by avoiding personal pronouns such as* ***I, me, my, or we, our,*** *and* ***you****?*
* *Spell check* ***there/their/they are, to/too/two*** *and other commonly misspelled/misused words?*
* *Check that I correctly spelled and capitalized the names of authors and titles of texts?*
* *Place a comma after transition words and phrases.*

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| *Spelling List*  *You cannot afford to misspell these words in your essay! Practice, practice, practice!* | | | |
| resources | basically | significant | compelling |
| whether | moreover | conclusion | previously |
| believe | quote | evidence | mentioned |
| furthermore | author | therefore | future |
|  |  |  |  |
| deserves | foremost | attention | essence |