

Name: \_\_\_\_\_ ID#: \_\_\_\_\_ Date: \_\_\_\_\_

Lesson#

15

# How to Write Paragraphs & Essays

Layer 1: Collect Prior Knowledge

## Scorecard Preview

**Directions:** Rate yourself on the following scale.

Note: The ratings below do NOT have to *exactly* match to the Scorecard completed at the beginning of the course.

#	Do you..	Pre-Score				
		Always	Sometimes	Never		
42	Feel overwhelmed by writing assignments?	1	2	3	4	5
43	Struggle to organize your thoughts and/or research for a paper?	1	2	3	4	5
44	Struggle to compose your thoughts and research into clear sentences and paragraphs?	1	2	3	4	5

## Investigation

**Directions:** Follow the prompts in the course to fill in the boxes, below.

(A)	(B)
(C)	(D)
(E)	(F)

# How to Write Paragraphs & Essays

## Layer 2: Connect New Information

### Key terms

The following terms and concepts are introduced in this lesson:

- **Four-Square writing method** - A structure that uses four boxes to guide the construction of paragraphs and essays.
- **transition words** - Phrases that help connect ideas smoothly within a text.
- **writing blockers** - Obstacles that can disrupt the writing process.
- **structure of writing** - The basic organization of writing into sentences, paragraphs, and essays.
- **brainstorming** - Generating ideas creatively without immediate critique.
- **five-phase writing process** - A comprehensive model that includes planning, drafting, revising, editing, and publishing.

### Sections

This lesson includes the sections below. Use this information to guide your note-taking and track your progress through the lesson.

A. "How will 'asking questions' help me write paragraphs & essays?"

B. "Why has writing been so challenging?"

C. "How do I write paragraphs?"

D. "How do I write an essay or report?"

E. The 3-D Writing Organizer: digital version

F. How to write an email

# How to Write Paragraphs & Essays

## Layer 3: Confirm Understanding

### Apply + Practice Follow the Writing Roadmap

Ideally, the best way to “apply and practice” the content from this lesson is to write a report or essay using the information and tools provided in this lesson.

So, if possible, use these tools to write a report or essay assigned in another class OR write a research report about a potential career that enhances your strengths, as explored in Lesson 2. This assignment will get you started.

If you are not able to write a full report or essay, this assignment will help reinforce the strategies for future use.

### Directions

Complete Phase 1 (pages 1 & 2) of the Writing Roadmap for a current writing assignment from another course -OR- a *potential* writing assignment about a career research paper.

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## WRITING ROADMAP

### 1 PHASE 1: PLAN YOUR PIECE

**Writing Tools**  
To access the various “thinking tools” referenced in this map, go to: [ELASkills.com/TOOLS](http://ELASkills.com/TOOLS)

#### A. THE WHY: “WHY Am I Writing This Piece?”

**a. What is the purpose for writing this piece?**  
Most often, your real purpose is, “Because my teacher said so.” So, let’s ask, “Why did my teacher assign it? What does he/she want to get from this assignment?”

**b. What is the topic?**  
What are you going to write about? Often, teachers assign the topic. If you can select your own but need help choosing it, look for a Brainstorm Prompt on the Thinking Tools page.

**c. Who is the intended audience?**  
Once again, for a school assignment, your teacher may be your one and only real audience. If that’s the case, who do you think your potential audience should be?

**d. What is my angle?**  
What, exactly, do I want to say about my topic? If your angle is “too big,” you’ll struggle to focus. If your angle is “too small,” you won’t have much to say. See the Thinking Tools for help on how to “Cut the Right-Sized Slice of Your Topic.”

**e. What is my role?**  
Is my primary objective to persuade, inform, entertain? Or a combination?

#### B. THE OUTCOME: “What Should the Final Piece Look Like?”

**a. What are the specific parameters required?**  
**READ DIRECTIONS CAREFULLY!** Underline every detail that must be included. (Missing elements is how students lose most points.) If possible, staple assignment rubric to this map.

**b. What questions should my paper answer?**  
Look at the assignment for required sub-topics; convert them to questions. Combine smaller questions. In an essay, each guiding question should have 3-4 answers; questions resulting in only 1-2 answers should combine them into broader questions. Use the Writing Planning Guide on page 2 to get started...

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### DIRECTIONS

Use this Planning Guide before assembling the 3-D Writing Organizer. Follow the prompts, below, then:  
1. Cross out extra “body paragraphs” (pockets B-C) you won’t need.  
2. Copy all text from the “boxes” (below) on to the “envelope pockets” in your 3-D organizer.

**Body Paragraph A**  
What is a question my paper should answer about this topic?  
Write question here:  
A

**Body Paragraph B**  
What is a question my paper should answer about this topic?  
Write question here:  
B

**Body Paragraph C**  
What is a question my paper should answer about this topic?  
Write question here:  
C

**Body Paragraph D**  
What is a question my paper should answer about this topic?  
Write question here:  
D

**What Is Your Topic & Angle?**

**Body Paragraph E**  
What is a question my paper should answer about this topic?  
Write question here:  
E

**Body Paragraph F**  
What is a question my paper should answer about this topic?  
Write question here:  
F

**Introductory Paragraph**  
The “Lede”  
Most often, inspiration for the lede comes DURING the research and/or writing process.  
Collect ideas for your lede in this pocket.  
G  
Nine different types of ledes:  
1. True story/necroste  
2. Imaginary story/necroste  
3. Analogical metaphor  
4. Interesting fact  
5. Gallery (overload)  
6. The “Fog”  
7. Play on words  
8. Question  
9. Quote

**Concluding Paragraph**  
Now that I have covered a lot of information about my topic...  
H  
How can I summarize the unifying theme of all the information?  
Why is this topic/argument important... to me and/or others?

1 PHASE 1: PLAN YOUR PIECE – EXPOSITORY REPORT/ESSAY

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## How to Write Paragraphs &amp; Essays

Layer 3: Confirm Understanding

Apply + Practice

Follow the Writing Roadmap

## WRITING ROADMAP

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## PHASE 1: PLAN YOUR PIECE

80% of the time you spend “writing”... will NOT be spent writing. It will be spent planning. The more time you spend planning, the less time you will spend writing and revising.

## WRITING TOOLS

To access the various “thinking tools” referenced in this map, go to:

ELASKILLS.COM/TOOLS



## A. THE WHY: “WHY Am I Writing This Piece?”

a. What is the *purpose* for writing this piece?

Most often, your real purpose is, “Because my teacher said so!” So, let’s ask, “*Why did my teacher assign it? What does he/she want to get from this assignment?*”




## b. What is the topic?

*What are you going to write about?* Often, teachers assign the topic. If you can select your own but need help choosing it, look for a Brainstorm Prompt on the Thinking Tools page.




## c. Who is the intended audience?

Once again, for a school assignment, your teacher may be your one and only real audience. *If that’s the case, who do you think your potential audience should be?*




## d. What is my angle?

*What, exactly, do I want to say about my topic?* If your angle is “too big,” you’ll struggle to focus. If your angle is “too small,” you won’t have much to say.

See the Thinking Tools for help on how to “Cut the Right-Sized Slice of Your Topic.”




## e. What is my role?

*Is my primary objective to persuade, inform, entertain? Or a combination?*




## B. THE OUTCOME: “What Should the Final Piece Look Like?”

## a. What are the specific parameters required?

READ DIRECTIONS CAREFULLY! Underline every detail that must be included. (Missing elements is how students lose most points.) If possible, staple assignment rubric to this map.




## b. What questions should my paper answer?

Look at the assignment for required sub-topics; convert them to questions.



**Combine smaller questions.** In an essay, each guiding question should have 3-4 answers; questions resulting in only 1-2 answers should combine them into broader questions.

Use the Writing Planning Guide on page 2 to get started...

## Apply + Practice

## Follow the Writing Roadmap

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(CONTINUED)

### PHASE 1: PLAN YOUR PIECE – EXPOSITORY REPORT/ESSAY

#### DIRECTIONS

Use this Planning Guide before assembling the 3-D Writing Organizer. Follow the prompts, below, then:

1. Cross out extra "body paragraphs" (pockets B-G) you won't need.
2. Copy all text from the "boxes" (below) on to the "envelope pockets" in your 3-D organizer.

<p><b>Body Paragraph A</b> What is a question my paper should answer about this topic?</p> <p>Write question here:</p> <p>A</p>	<p><b>Body Paragraph B</b> What is a question my paper should answer about this topic?</p> <p>Write question here:</p> <p>B</p>	<p><b>Body Paragraph C</b> What is a question my paper should answer about this topic?</p> <p>Write question here:</p> <p>C</p>	<p><b>Body Paragraph D</b> What is a question my paper should answer about this topic?</p> <p>Write question here:</p> <p>D</p>	<p><b>What Is Your Topic &amp; Angle?</b></p>	<p><b>Body Paragraph E</b> What is a question my paper should answer about this topic?</p> <p>Write question here:</p> <p>E</p>	<p><b>Body Paragraph F</b> What is a question my paper should answer about this topic?</p> <p>Write question here:</p> <p>F</p>	<p><b>Introductory Paragraph</b> The "Lede" Most often, inspiration for the lede comes DURING the research and/or writing process.</p> <p>Collect ideas for your lede in this pocket.</p> <p>G</p> <p>Nine different types of ledes:</p> <ol style="list-style-type: none"> <li>1. True story/anecdote</li> <li>2. Imaginary story/anecdote</li> <li>3. Analogy/metaphor</li> <li>4. Interesting fact</li> <li>5. Gallery (overload)</li> <li>6. "The Tease"</li> <li>7. Play on words</li> <li>8. Question</li> <li>9. Quote</li> </ol>
					<p><b>Concluding Paragraph</b> Now that I have covered a lot of information about my topic...</p> <p>H</p> <p>How can I summarize the unifying theme of all the information?</p> <p>Why is this topic/argument important... to me and/or others?</p>		

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## How to Write Paragraphs & Essays

### Skill Demonstration Form

The purpose of this activity is to apply the information from this lesson to “real life” situations. It can be a stand-alone assessment and/or used as preparation for the end-of-course Exit Presentation.

#### Directions

Complete the prompts below, in writing or with multimedia tools.

NOTE: As an alternative to this form, a digital portfolio is provided throughout the curriculum

Section #: \_\_\_\_\_ Section Title: \_\_\_\_\_

Chapter #: \_\_\_\_\_ Chapter Title: \_\_\_\_\_

1. What is the skill or topic you learned?

(For example: taking notes, using a planner, communicating with teachers, etc.)

2. What is the name of the evidence and a short description?

(Examples of evidence: a page of notes, a page from a planer, an email to a teacher, a photo of your organized binder or bedroom, etc.)

3. How does this evidence illustrate what you learned about this skill or topic?

4. How/why/when do you expect to use this skill or information in the future?

#### Rubric

Evaluation guidelines are below.

(Your teacher will determine the total number of points possible.)

SCORE	POINTS POSSIBLE	PERFORMANCE INDICATOR
		The evidence provided demonstrates an <u>understanding of the concept/strategy</u> .
		The evidence provided demonstrates <u>appropriate application to a current setting</u> .
		The description of a future application demonstrates an understanding of the <u>potential use</u> for this concept/strategy.
		COMMENTS: