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# STANDARDS

## **Standard 1: Uses the general skills and strategies of the writing process**

### Level III (Grades 6–8)

1. Prewriting: Uses a variety of prewriting strategies (Pages: 12, 16, 20, 21, 25, 26, 29)
2. Drafting and Revising: Uses a variety of strategies to draft and revise written work (Pages: 10, 13, 15, 18, 23, 36–59, 64–91, 93, 94)
3. Editing and Publishing: Uses a variety of strategies to edit and publish written work (Pages: 15, 47–91, 93, 94)
4. Evaluates own and others' writing (Pages: 7–102)
5. Uses content, style, and structure appropriate for specific audiences and purposes (Pages: 7–102)
6. Writes expository compositions (Pages: 7–102)
7. Writes narrative accounts, such as short stories (Pages: 18, 23)
9. Writes biographical sketches (Pages: 17, 37)
10. Writes persuasive compositions (Pages: 7, 15, 17, 22, 23, 36–41, 43–59, 93, 94)
12. Writes in response to literature (Pages: 17, 18, 23, 24, 25, 26, 33, 35, 36, 37, 40, 53–55, 57, 58, 63, 82)

### Level IV (Grades 9–12)

1. Prewriting: Uses a variety of prewriting strategies (Pages: 12, 16, 20, 21, 23, 24, 26, 29, 42–59, 65–68)
2. Drafting and Revising: Uses a variety of strategies to draft and revise written work (Pages: 10, 13, 15, 18, 23, 36–59, 64–91)
3. Editing and Publishing: Uses a variety of strategies to edit and publish written work (Pages: 15, 47–91)
4. Evaluates own and others' writing (Pages: 7–102)
5. Uses strategies to address writing to different audiences (Pages: 15, 22, 23, 25, 36–41, 47–59)
6. Uses strategies to adapt writing for different purposes (Pages: 13, 17, 18, 22, 23, 36–41)
7. Writes expository compositions (Pages: 7–102)
8. Writes fictional, biographical, autobiographical, and observational narrative compositions (Pages: 13, 17, 18, 22, 23, 37, 47–59, 65–68)
9. Writes persuasive compositions that address problems/solutions or causes/effects (Pages: 7, 15, 17, 22, 23, 36–41, 43–59, 93, 94)
10. Writes descriptive compositions (Pages: 13, 17, 18, 22, 23, 37)

11. Writes reflective compositions (Pages: 13, 17, 18, 22, 23, 37)
12. Writes in response to literature (Pages: 17, 18, 23, 24, 25, 26, 33, 35, 36, 37, 40, 53–55, 57, 58, 63, 82)

## **Standard 2: Uses the stylistic and rhetorical aspects of writing**

### Level III (Grades 6–8)

1. Uses descriptive language that clarifies and enhances ideas (Pages: 13, 17, 18, 22, 23, 37, 47–59, 64–78)
2. Uses paragraph form in writing (Pages: 47–59, 64–68, 91, 93, 94)
3. Uses a variety of sentence structures to expand and embed ideas (Pages: 64–78, 91, 93, 94)
4. Uses explicit transitional devices (Pages: 47–59, 64–68, 91, 93, 94)

### Level IV (Grades 9–12)

1. Uses precise and descriptive language that clarifies and enhances ideas and supports different purposes (Pages: 13, 17, 18, 22, 23, 37, 64–78)
2. Uses paragraph form in writing (Pages: 47–89, 91, 93, 94)
3. Uses a variety of sentence structures and lengths (Pages: 69–78, 91, 93, 94)
4. Uses a variety of transitional devices (Pages: 47–59, 64–68, 91, 93, 94)
5. Uses a variety of techniques to provide supporting detail (Pages: 17, 23, 37, 60–63)
6. Organizes ideas to achieve cohesion in writing (Pages: 36–47, 64–68)
7. Uses a variety of techniques to convey a personal style and voice (Pages: 17, 18, 23, 47–59)

# STANDARDS

## **Standard 3: Uses grammatical and mechanical conventions in written compositions**

### Level III (Grades 6–8)

1. Uses pronouns in written compositions (Pages: 64–68, 89, 93, 94)
2. Uses nouns in written compositions (Pages: 64–68, 76, 77, 93, 94)
3. Uses verbs in written compositions (Pages: 69–78, 93, 94)
4. Uses adjectives in written compositions (Pages: 73, 76)
5. Uses adverbs in written compositions (Page: 73)
6. Uses prepositions and coordinating conjunctions in written compositions (Pages: 64–78)
8. Uses conventions of spelling in written compositions (Pages: 47–59, 64–78, 91)
9. Uses conventions of capitalization in written compositions (Pages: 7–102)
10. Uses conventions of punctuation in written compositions (Pages: 47–59, 60–78, 86–91)
11. Uses appropriate format in written compositions (Pages: 7–102)

### Level IV (Grades 9–12)

1. Uses pronouns in written compositions (Pages: 64–68, 89, 93, 94)
2. Uses nouns in written compositions (Pages: 64–78, 93, 94)
3. Uses verbs in written compositions (Pages: 69–78)
4. Uses adjectives in written compositions (Pages: 73, 76)
5. Uses adverbs in written compositions (Page: 73)
6. Uses conjunctions in written compositions (Pages: 64–78)
7. Uses conventions of spelling in written compositions (Pages: 47–59, 64–78, 91)
8. Uses conventions of capitalization in written compositions (Pages: 60–63)
9. Uses conventions of punctuation in written compositions (Pages: 47–59, 60–78, 86–91)
10. Uses commonly confused terms in written compositions (Page: 89)
11. Uses standard format in written compositions (Pages: 7–102)

## **Standard 4: Gathers and uses information for research purposes**

### Level III (Grades 6–8)

2. Uses library catalogs and periodical indexes to locate sources for research topics (Pages: 31–35)
3. Uses a variety of resource materials to gather information for research topics (Pages: 27, 28, 31–35)
4. Determines the appropriateness of an information source for a research topic (Pages: 31–35)
5. Organizes information and ideas from multiple sources in systematic ways (Pages: 25, 31–47)
6. Writes research papers (Pages: 26, 31–59)
7. Uses appropriate methods to cite and document reference sources (Pages: 60–91, 93, 94)

### Level IV (Grades 9–12)

1. Uses appropriate research methodology (Pages: 26, 31–59, 93, 94)
2. Uses a variety of print and electronic sources to gather information for research topics (Pages: 27, 28, 31–35, 47–59)
4. Uses a variety of criteria to evaluate the validity and reliability of primary and secondary source information (Pages: 31–35)
5. Synthesizes information from multiple research studies to draw conclusions that go beyond those found in any of the individual studies (Pages: 31–35)
6. Uses systematic strategies to organize and record information (Pages: 25, 26, 29, 31–48, 79–82, 91, 93, 94)
7. Scans a passage to determine whether it contains relevant information (Pages: 31–35)
8. Writes research papers (Pages: 26, 31–41, 43–59, 60–63, 65–68, 93–94)
9. Use standard format and methodology for documenting reference sources (Pages: 31–35, 60–91, 93, 94)

## STEP

## 3

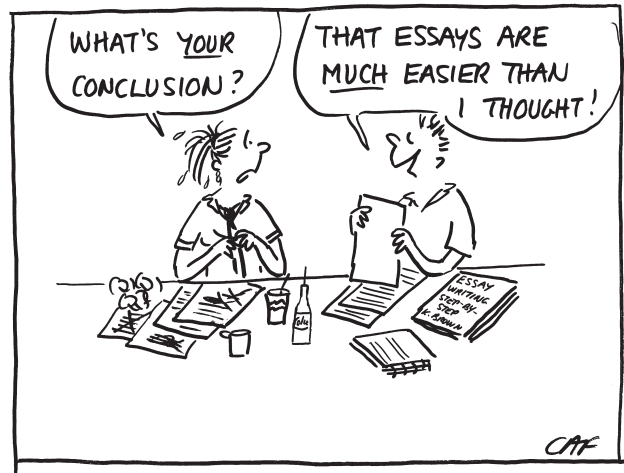
## DRAFTING THE CONCLUSION

In Step 1, we said that every essay needs a conclusion to remind the reader of the course of their journey through the “forest” of ideas. The conclusion reminds your reader of the following:

- why you wrote the essay
- what you wrote in it
- what your main idea was throughout the essay

It can be hard to think of a conclusion when you are at the end of your essay. Most people would agree with this student:

*I dislike writing the conclusion. I usually just want to finish by the time I get there. It's hard to think of a different way to say what I have said already. Sometimes I end up just repeating the introduction.*



### Why Is It Important?

The conclusion is worth doing well. If your reader lost track during your essay, the conclusion gives him or her a final chance to get back on track and understand your essay. Because it is the last thing your reader reads, it is very, very important. A good conclusion can even make your reader forget some of the not-so-good parts in the essay body.

### A Useful Pattern

There is no single way to write conclusions, and it depends very much on the type of essay question. However, a good pattern is as follows:

- summarize the main points of your body paragraphs—in a general way or point-by-point (like a mirror of your preview/essay map in the introduction)
- state or restate your point of view on the topic
- round off the essay in some way with a final comment or statement

### Most Important!

- Do not introduce any new points or examples in the conclusion. Only refer to what you have already written.
- Do not include any detail. The conclusion—like the introduction—is for main ideas only.
- Make sure your conclusion matches up with your introduction, but try to avoid using exactly the same words that you used before.

Finally, if you don't have an essay conclusion, you don't have an essay. If your conclusion is clear and strong, it shows that you really do believe what you have written, and this makes your essay more convincing.



### HOT TIP!

After you draft your conclusion, always do the following:

- reread the essay question to see that you have answered it
- reread your introduction to see that it “matches” your conclusion

# TASKS

**1** Here is the conclusion of the graffiti essay showing the way it picks up the ideas in the topic sentences of the body paragraphs.

It is important, first of all, to distinguish between three different types of graffiti . . . ← Topic sentence

If good graffiti is seen as art and then encouraged, it has the potential to improve the look of our streets and our transport systems . . . ← Topic sentence

Real graffiti pieces require high level artistic skill to design and carry out . . . ← Topic sentence

Recognizing talented graffitiists as artists would give them the opportunity to further develop their skills . . . ← Topic sentence

To sum up, there is more than one kind of graffiti. The more basic forms are generally not art. However, the more complex examples of graffiti are a form of art requiring considerable artistic skill. If these forms of graffiti were recognized as art, they could make our streets more attractive and, at the same time, give talented young artists an opportunity to develop their skills further and contribute their creative skills to their community. ← Restatement of thesis (no rounding off comment in this conclusion)

Summary of points—taken from topic sentences →

**2** In the left column below are three introductions (A–C). In the right column are the matching conclusions (i–iii).

- a** Match the introductions to the conclusions.
- b** Underline the words in the conclusions that express the words underlined in the introductions, but in a different way.

Introductions	Conclusions
<p>A. Street art has been around for a very long time. People were painting on cave walls thousands of years ago. <u>Graffiti is simply a modern version of this ancient artistic tradition.</u> It is only because it is on the street and not in an art gallery that people are so negative towards it.</p>	<p>i. While older people hold onto their stereotypical views of youth, graffiti will never be seen as art. Youth and community workers should, however, be working to change these views. If they do, perhaps one day graffiti will take its place as a legitimate form of art.</p>
<p>B. Many of the streets in our cities have been destroyed in recent years by graffiti. <u>Graffiti is nothing more than vandalism</u> and should never be considered as a form of art. The costs to the individuals and to the community in general are enormous.</p>	<p>ii. Graffiti is no different from the wall drawings and paintings that have been done from the beginning of man’s time on Earth. While not everyone may like it, it is a form of artistic expression and should not be illegal.</p>
<p>C. Graffiti is a new form of art and should be seen as such. However, this is unlikely to happen because of <u>prejudice in our community against youth</u> and their interests and activities.</p>	<p>iii. Graffiti is not art. It is simply destruction of public and private property. If the people who carry out this vandalism are made to clean it up, then we might not see so much of it in the future.</p>