

## How to Teach Students to Write

SIMPLE THESIS STATEMENT FILL-IN		
1	What are you writing about?	
2	What is your opinion or point about Step 1?	
3	What is one reason or point about Step 2?	
4	What is another reason or point about Step 2?	
5	What is the last reason or point about Step 2?	
6	What is one thing that people who do not agree with you on Step 2 would say?	

### Thesis Statement with Concessions and Reasons

Even though \_\_\_\_\_ (*insert Step 6 response*) \_\_\_\_\_, \_\_\_\_\_ (*insert Step 1 response*) \_\_\_\_\_, it \_\_\_\_\_ (*insert Step 2 response*) \_\_\_\_\_. It also, \_\_\_\_\_ (*insert Step 3 response*) \_\_\_\_\_, \_\_\_\_\_ (*insert Step 4 response*) \_\_\_\_\_.

# HOW TO TEACH STUDENTS TO ORGANIZE IDEAS

If you choose **Order of Importance** or **Sequential** content map on the Content Map Tab, use the following template to plug-in your detailed ideas.

## SEQUENCE TEMPLATE

*Sequence gives readers a chronological order of events or a list of steps in a procedure.*

<b>Introduction</b>	<ul style="list-style-type: none"><li>• Startling fact, anecdote, question or quote</li><li>• Background information the reader needs to understand your topic</li><li>• Thesis statement</li></ul>
<b>First Event/Step</b>	<ul style="list-style-type: none"><li>• Topic sentence about the first event/step</li><li>• Details using quotes, paraphrasing, interviews and/or experiences</li><li>• Explain the significance of the first event/step and how it relates to the thesis</li><li>• Connect this paragraph to the second event/step</li></ul>
<b>Second Event/Step</b>	<ul style="list-style-type: none"><li>• Topic sentence about the first event/step</li><li>• Details using quotes, paraphrasing, interviews and/or experiences</li><li>• Explain the significance of the second event/step and how it relates to the thesis</li><li>• Connect this paragraph to the third event/step</li></ul>
<b>Third Event/Step</b>	<ul style="list-style-type: none"><li>• Topic sentence about the first event/step</li><li>• Details using quotes, paraphrasing, interviews and/or experiences</li><li>• Explain the significance of the third event/step and how it relates to the thesis</li><li>• Connect this paragraph to all of the events/steps</li></ul>
<b>Conclusion</b>	<ul style="list-style-type: none"><li>• Restate thesis</li><li>• Highlight the progression of the sequence</li><li>• Explain the importance of the information you've presented</li><li>• Offer a solution and a next step</li></ul>

## How to Teach Students to Write

# HOW TO TEACH STUDENTS TO DEVELOP A TOPIC

**What does it mean to develop a topic?** *A writer develops a topic by adding details, definitions, examples, quotes and description.*

## HOW A WRITER DEVELOPS A TOPIC

Add a Detail	
<b>What is a detail?</b>	A detail is one of many individual facts relating to a larger topic
<b>Writers use details to</b>	<ul style="list-style-type: none"><li>• Define themselves as an expert on the topic</li><li>• Get the reader's attention</li><li>• Clearly distinguish information from opinion</li></ul>
<b>How to add details</b>	<ul style="list-style-type: none"><li>• For each detail of evidence, explain to readers how or why it supports your overall argument</li><li>• If a fact is found specifically within another piece of text, the source must be cited</li><li>• If a fact is generally known, you do not have to cite it</li></ul>
Add a Definition	
<b>What is a definition?</b>	A definition is a statement that provides the exact meaning of a word
<b>Writers use definitions to</b>	<ul style="list-style-type: none"><li>• Clarify the meaning of an idea or term central to comprehension of the text</li><li>• Draw attention to an important term</li><li>• Establish reader background and knowledge on a new topic</li></ul>
<b>How to add definitions</b>	<ul style="list-style-type: none"><li>• Make definition short and use your own words if possible</li><li>• Introduce the definitions in the body of the essay, not the introduction</li><li>• Do not define every "big word" or advanced vocabulary word used in an essay, only the ones that help the reader better understand what the topic</li></ul>
Add a Summary	
<b>What is a summary?</b>	Summary is a brief statement or account of the main points of another author's work
<b>Writers use summaries to</b>	<ul style="list-style-type: none"><li>• Refer to work that supports the facts, arguments and opinions in their current writing</li><li>• Provide examples of several points of view on a subject</li><li>• Build credibility for specific ideas</li></ul>

# HOW TO TEACH STUDENTS TO REVISE, EDIT AND PROOFREAD

## STEPS FOR REVISING, EDITING AND PROOFREADING

<b>STEP 1</b> Revise	What is revision? ( <i>EDIT: remove def from steps after page 1</i> )	<i>Revision is the process by which the writer systematically reviews the "big picture" ideas of his or her writing. The revision process can include adding ideas to further develop an argument or presentation, reorganizing paragraphs to enhance readability and deleting information that is redundant, not essential to answering the prompt or does not fulfill the writing task. Revision is the next step after the completion of a first draft.</i>
	Steps for Revising:	<p><b>The Writing Task:</b></p> <p><input type="checkbox"/> Does my introduction/conclusion/thesis statement match the writing task or prompt?</p> <p><input type="checkbox"/> Did I write for the correct audience?</p> <p><b>The Introduction:</b></p> <p><input type="checkbox"/> Does my introduction accurately give a "roadmap" for what follows?</p> <p><input type="checkbox"/> Did the introduction grab the reader's attention from the start?</p> <p><input type="checkbox"/> Does my thesis statement answer the writing prompt?</p> <p><b>General:</b></p> <p><input type="checkbox"/> If I were to outline my essay while reading it, would it be simple to outline? Would the written content match my outline?</p> <p><input type="checkbox"/> As I analyze each angle of the argument: does each point have evidence? Have I provided too little or too much evidence for any one point?</p> <p><input type="checkbox"/> Are there facts, graphs, definitions, notes or other ways I haven't used to develop topics that would enhance my writing?</p> <p><input type="checkbox"/> Now that I have read my writing all of the way through several times, are there any adjustments needed in the order of paragraphs or points to ensure a bigger impact?</p> <p><b>Conclusion</b></p> <p><input type="checkbox"/> Have I restated the thesis statement in way that refocuses the reader on what is written?</p> <p><input type="checkbox"/> Do I make all of the points and/or answer the questions as promised in the thesis statement?</p> <p><input type="checkbox"/> Did I make a clear and direct call-to-action?</p>
<b>STEP 2</b> Edit	What is it?	Editing is the process by which a writer systematically reviews the connections made between paragraphs and sentences, and then listens carefully to the tone of the writing to make sure that the words sound as polished as possible. Editing follows the process of revision.
	Steps for Editing:	<p>Read the text out loud, then answer these questions:</p> <ol style="list-style-type: none"> <li>1. Have I sent the correct tone (serious vs. humorous, factual vs. anecdotal, etc.) throughout my writing? Does the tone match the audience I am writing for?</li> <li>2. Do all of my points make logical sense when I read the piece out loud?</li> <li>3. Did I use transitions to signal to the reader specific important information??</li> <li>4. Are there any spots within the text that sound awkward or don't make sense</li> </ol>