



THE
Essay



Once your writer understands the basic structure for a five-paragraph essay, they will be able to use it in every subject!

Materials:

Workbook or Writer's Binder
Pencil
The Fictional Five Worksheet

Goal: The writer will outline their fictional five-paragraph persuasive essay—including a thesis sentence.

Teach: Let your writer know the **FINAL OUTCOME:** *You will write a fictional five-paragraph persuasive essay from the point of view of someone else.*

Fictional – about imaginary events and imaginary people

Persuasive – attempt to change a person's mind or action with evidence.

Point of View – a way of looking at a situation, person, or event

Give your writer a copy of **THE FICTIONAL FIVE** worksheet and read the instructions.

You may persuade anyone of anything as long as you have three clear points to support your argument and . . . you write it from a different point of view! (Darth Vader, Jo March, Mario, Bilbo Baggins, Tinkerbell, etc.)

*First, decide from whose point of view you are going to be writing and write it beside the line that says **POINT OF VIEW**.*

*Now let's work on your **THESIS**. Remember that a thesis sentence is your one sentence that will tell your reader what your essay will be about. It usually comes at the end of the first paragraph. Ask yourself, what am I trying to accomplish? Do you want to convince Darth Vader that he is a bad father? Do you want to persuade Legolas to use a different kind of arrow? Are you the birthday cake that does not want to be eaten?*

Note: Help your writer come up with an idea based on something that interests them! Think of characters from video games, books that they love, or even hobbies.

List your three reasons or arguments you will use to persuade your reader.

Example:

Point of View: Lucy Pevensie wants to convince Mr. Tumnus to come to England.

Arguments:

1. He would enjoy all the shopping.
2. There is a big library in London.
3. Travel through the wardrobe.

Using your point of view, combine your arguments to create a thesis sentence.

Example: Mr. Tumnus, you should absolutely visit England because you would enjoy all of the shopping, finally get to see the big library in London, and travel through the wardrobe.

*Let's begin building your essay. Use the worksheet to outline your essay. Your introduction will have three parts: A **creative introduction** (something fun that introduces who you are and the problem), a **supporting sentence** to back up your introduction (a general statement about who and what you are trying to persuade), and then your **thesis**.*

*From there, each paragraph will follow the order of your thesis—paragraph two will be about your first argument, paragraph three your second, etc. Begin each paragraph with a **TOPIC SENTENCE**.*

Topic Sentence - a sentence that expresses the main idea of the paragraph in which it occurs. In this case the argument to be discussed in the paragraph.

Example:

Argument – He would enjoy all the shopping.

Topic Sentence - In London there is shopping to be done on every street.

*Each paragraph needs **2 to 4** sentences giving the reader more information about the argument—more detail.*

Example:

Supporting Sentence #1 – When I first met you, you were carrying several packages.

Supporting Sentence #2 – I know you would love Harrods of London; there are seven floors with over three hundred and thirty departments.

NOTE: Details will make the argument more believable

Example:

I know you would love Harrods of London; there are seven floors with over three hundred and thirty departments.


NOTE: Conclusions will be covered in the next lesson.

Assignment: *Complete the outline worksheet for The Fictional Five. We will work on the conclusion section in the next lesson, so leave it blank for now.*



BRAINSTORM

THE FICTIONAL FIVE



You may persuade anyone of anything as long as you have three clear points to support your argument and . . . you write it from a different point of view! (Darth Vader, Jo March, Mario, Bilbo Baggins, Tinkerbell, etc.)

Point of View: _____

Who are you trying to persuade?

What do you want them to change? What do you want them to do or not do? Where do you want them to go?

Arguments (Your “why”):

1. _____
2. _____
3. _____

Thesis: _____

(Use the next page to complete your outline)

I. Introduction (Paragraph 1)

A. Creative Introduction (Includes your “who”)

B. Supporting Sentence (Includes your “what”)

C. Thesis

II. First Argument (Paragraph 2)

A. Topic Sentence

B. Supporting Sentence

C. Supporting Sentence

III. Second Argument (Paragraph 3)

A. Topic Sentence

B. Supporting Sentence

C. Supporting Sentence

IV. Third Argument (Paragraph 4)

A. Topic Sentence

B. Supporting Sentence

C. Supporting Sentence

V. Conclusion (Paragraph 5)

A. Restated Thesis

B. Supporting Sentence

C. Creative Conclusion



This lesson leans on the side of grammar. One of the biggest issues young writers face is in the area of sentence structure. For some of your writers this may be review, if so feel free to skip to the **CREATIVE CONCLUSION** section of the lesson.

Materials:

Workbook or Writer's Binder
Pencil
The Fictional Five Worksheet
Fragments and Run-ons Worksheet

Goal: The writer will write the first draft of their essay using complete sentences.

Review:

Fictional – about imaginary events and imaginary people

Persuasive – attempt to change a persons mind or action with evidence.

Point of View – a way of looking at a situation, person or event.

Thesis – the one sentence that explains and gives order to the rest of the essay.

Topic Sentence - a sentence that expresses the main idea of the paragraph in which it occurs.

Time Order Words - Time order words move us smoothly from one paragraph to the next.

In a **co-op** setting, this is a good time to share thesis statements.

Teach: *Before we take the outline and turn it into a five-paragraph essay, we have to make sure that we know how to write a good sentence. Every **SENTENCE** or **INDEPENDENT CLAUSE** has a **SUBJECT** and a **PREDICATE**.*

Independent clause (or main **clause**) also known as a sentence can stand by itself as a sentence, and contains a subject (noun) and predicate (verb).
It makes sense by itself.

It

The **subject** of a complete sentence is who or what the sentence is about, and the **predicate** tells about that **subject**.

NOTE: You may want to write the following on a piece of paper or board to show your writer.

Example: The writer wrote a novel.

“The writer” is the **subject** – who the sentence is about.

“wrote a novel” is the **predicate** – what the writer did.

The snowman melted into a puddle.

“The snowman” is the **subject** – what the sentence is about.

“melted into a puddle” is the **predicate** - what happened to the snowman.

*In order to be a complete sentence you MUST have a subject and predicate. Give your writer a copy of the **Fragments and Run-ons** worksheet. Explain: If you only have a subject or you only have a predicate, then you do not have a sentence—you have a **FRAGMENT**. Read the definition of a fragment with your writer:*

Sentence Fragment - It cannot be a sentence because it is incomplete. It can't stand on its own. It does not have an independent clause:

“Ran to the store.”

*If you have two sentences stuck together without correct punctuation then you have a **RUN-ON** sentence. Read the definition of a run-on sentence with your writer:*

Run-On Sentence - Two or more independent clauses (or sentences) are incorrectly joined together: “Beth loves chocolate she really loves peanut butter.”

Have your writer take a few minutes to identify which sentences are fragments and which are run-ons on the Fragments and Run-ons worksheet.

Answers for Fragments and Run-Ons

1. Run-on

2. Run-on

3. Fragment

4. Fragment

5. Fragment

6. Run-on

7. Run-on

8. Fragment

9. Run-on

Have your writer choose three of the sentences to write correctly. Answers will vary.

CREATIVE CONCLUSIONS

The **CONCLUSION** is like the **introduction** in reverse. First we will need to rewrite or restate the **thesis**; say it in a different way.

Example Restated Thesis:

Traveling through the wardrobe, finally getting to see London's libraries, and shopping are all the perfect reasons for you to visit me in England.

*Include another supporting sentence, and then end with a fun **CREATIVE CONCLUSION!***

We have already talked about three ways to have a **CREATIVE BEGINNING**: **onomatopoeia, an interesting fact, or a question**. Now we need ideas for a **CREATIVE CONCLUSION!**

Repetition, Repetition, Repetition! – Try repeating a word or phrase to show emphasis.

A Brief Story – Try telling a very short story or memory that relates to the thesis.

Example: “When I was a little girl, my mother used to take me shopping in London every weekend. We always had so much fun!”

Get Emotional – Use emotion to convince your reader if appropriate to your point of view.


Example: “It would mean so much to mean if you would walk through the wardrobe to visit me in London.”

* **Don't** use phrases like “in conclusion”, “in summary”, “in closing”, and “as shown in my essay.” These phrases are better for speeches.

* **Don't** introduce something new.

Assignment: *Using your outline and what you know about a Creative Beginning, Creative Conclusion, and Time Order Words, write or type the **FIRST DRAFT** of your persuasive essay. Don't forget to skip a line if you hand write the essay or double space if you plan to type it.*

NOTE: *Your writer may choose to write their essay in the form of a letter. If they choose to do so, remind them to have a greeting, closing, and signature.*



FRAGMENTS AND RUN-ONS

Independent Clause: Can stand by itself as a sentence and contains a subject (noun) and predicate (verb). It makes sense by itself.

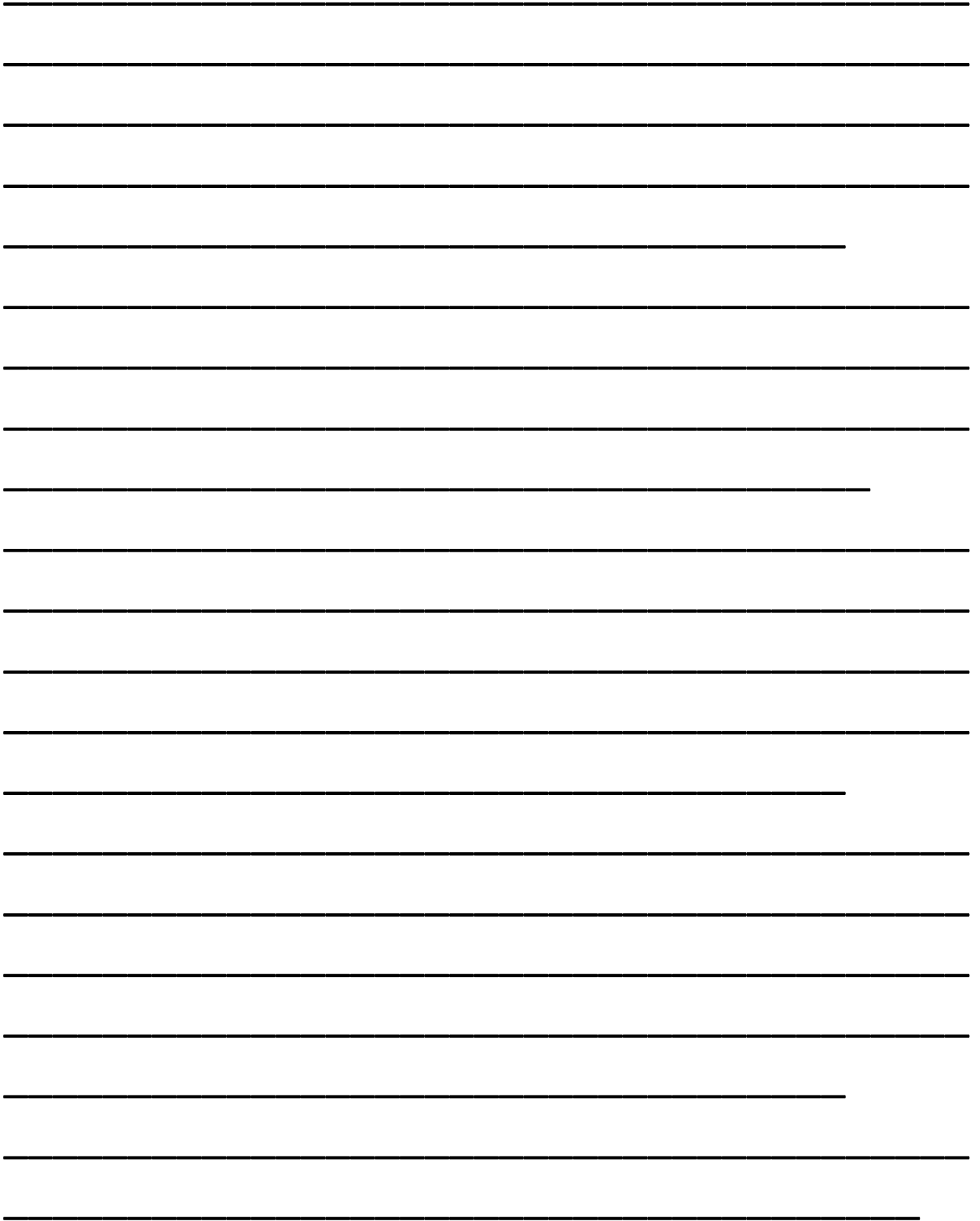
Sentence Fragment: It cannot be a sentence because it is incomplete. It can't stand on its own. It does not have an independent clause. (Since he came here.)

Run-On Sentence: Two or more independent clauses (or sentences) are incorrectly joined together. (Beth loves chocolate she really loves peanut butter.)

Write whether each sentence is a sentence fragment or a run-on sentence.

1. _____ They went to the store he bought a book.
2. _____ We were jumping on the trampoline I hurt my ankle.
3. _____ The girl with the purple hair.
4. _____ My martial arts instructor, so helpful and patient.
5. _____ In the morning before breakfast.
6. _____ We went to the fair, the games were tricky.
7. _____ The air is cold put on a coat.
8. _____ During the day we went.
9. _____ I don't understand this essay it doesn't make sense.

- 1.
- 2.
- 3.





Materials:

Workbook or Writer's Binder
Pencil
First Draft of Persuasive Essay
Strong Verbs Worksheet

Goal: The writer will write the first draft of their personal narrative using complete sentences.

Review:

Fictional – about imaginary events and imaginary people

Persuasive – attempt to change a person's mind or action with evidence.

Point of View – a way of looking at a situation, person or event.

Thesis – the one sentence that explains and gives order to the rest of the essay.

Topic Sentence - a sentence that expresses the main idea of the paragraph in which it occurs.

Time Order Words - Time order words move us smoothly from one paragraph to the next.

Independent Clauses/Sentences - Can stand by itself as a sentence, and contains a subject (noun) and predicate (verb).

Fragments - It cannot be a sentence because it is incomplete. It can't stand on its own. It does not have an independent clause

Run-ons - Two or more independent clauses (or sentences) are incorrectly joined together

Creative Beginnings

Creative Endings

In a **co-op** setting, take time to share **CREATIVE ENDINGS**

Teach: If your writer has completed *The Engaged Writer – Writing I*, this will be reviewed.

*The words you choose are important to how your reader understands and reacts to your writing. One way to make your writing better is to choose **STRONG VERBS**.*

Remind your writer that a verb is a word that shows action, and every sentence should have a verb—if it does not have a verb, it is a **SENTENCE FRAGMENT**.

Using a colored pen or pencil, circle all of the verbs in your essay.

Give your writer a copy of **STRONG VERBS**. Take a minute to go over a few. Discuss the difference between words like *demand* and *asked* or *eat* and *devour*.

Have your writer choose stronger verbs to replace the verbs they have circled. Which one sounds the most interesting? Will they drink from the apple cider river, or will they slurp? The writer may find that they need to reword their sentence to make the bigger verb make sense. This is a good activity to encourage them to be more creative in their sentence design.

Remember to BE HONEST in your verb choice—only choose a stronger verb if it fits.

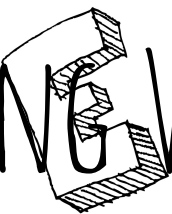
Example: We could walk the streets of London. (Original Verb)
We could skip the streets of London. (Bad Choice of a Stronger Verb)
We could stroll the streets of London. (Best Choice of a Stronger Verb)

*Also, avoid the use of **HYPERBOLE**. Don't over exaggerate.*

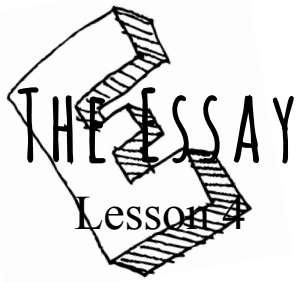
Example: There are millions of stores in London
I'm so excited I could fly to the moon!

Assignment: *Write or type the second draft of your persuasive essay. Be sure to change your verbs to Strong Verbs. Don't forget to skip a line if you hand write the essay or double space if you plan to type it.*

STRONG VERBS



devour	inquire	deter	alter	cast
digest	implore	forbid	evolve	catapult
dine	plead	halt		hurl
drain	require		modify	lob
gorge	instruct	chase	morph	
guzzle	demand	follow		nudge
indulge		obey	enjoy	prod
inhale	encourage	pursue	relish	jab
slurp	impress		gloat	poke
nibble	manipulate	arrive	wallow	smudge
	persuade	exit	adore	stroke
boast		journey	amuse	
announce	insult	traverse	cherish	loaf
comment	leach	venture	treasure	loungue
declare	neglect		despise	amble
utter	outrage	ascend	loathe	creep
	overrule	mount		dawdle
gasp	pacify	scale	dwell	lope
huff		burrow	occupy	stagger
sigh	confuse	sink		
snap	confound		admire	bolt
guffaw	dazzle	assault	gaze	scurry
snicker	deceive	disarm	peek	flounce
	conceal	cleave	peer	stroll
bellow	crave	dismantle		stride
holler	desire	corrupt	bargain	meander
howl	wish	ruin	deal	plod
lament	imagine		plot	saunter
shriek		craft	conspire	stalk
wail	exhaust	create		wander
	excite	design	cascade	
blabber	ignite	manufacture	flow	
bluster			ooze	
gush	petrify	gel	spatter	
scoff	startle	liquefy	spew	
snuffle		brew	sprinkle	
squeal		extract	float	
			glide	

**Materials:**

Workbook or Writer's Binder
Pencil
Colored pen or ink pen
Second Draft of Persuasive Essay
Proofreading Marks Worksheet
Essay Editing Checklist

Goal: Using an editing checklist, the writer will self-edit their essay.

Review:

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Run-ons - Two or more independent clauses (or sentences) are incorrectly joined together.

Creative Beginnings

Creative Endings

Strong Verbs

Teach: *Using your Proofreading Marks worksheet, look for any errors that need to be corrected. Be sure to mark them with the correct proofreading mark.*

If you are in a **co-op** setting, this is a great time to have the writers exchange papers.

Once your writer has proofread their second draft for errors, give them a copy of the **EDITING CHECKLIST** for the essay.

*Using the **Editing Checklist**, make sure you have completed all the requirements for the persuasive essay. If you said 'no' to any of the questions on the checklist, fix your mistakes when you write your final draft.*

Assignment: *Write or type the final draft of your persuasive essay. Don't forget to skip a line if you hand write the essay or double space if you plan to type it.*

EDITING CHECKLIST

The Essay

Author: _____

Title of Work: _____

Do you have a “Creative Beginning”? _____

Does your essay have a thesis with three points? _____

Did you indent each new paragraph? _____

Is your essay written from a different point of view? _____

Do you have at least 5 paragraphs with 5 sentences in each paragraph? _____

Does your second, third, and fourth paragraph line-up with the points in your thesis? _____

Do you clearly give details to support your points in paragraph two, three, and four? _____

Do paragraphs two, three and four begin with a topic sentence and a time order word? _____

Did you restate your thesis in the conclusion? _____

Do you have a “Creative Ending”? _____

Did you use “Strong Verbs”? _____

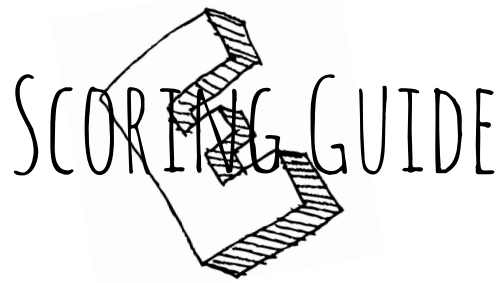
Did you use correct capitalization and ending punctuation? _____

Did you double space or skip a line? _____

Are all of your sentences complete? (No fragments or run-ons) _____

Do you have any misspelled words? _____

Did you say “NO” to any of the above? If so, now is the time to go back and fix your mistakes!



SCORING GUIDE

Essay

Author: _____

Title of Work: _____

10 Points Each

Does the essay have a “Creative Beginning” with a three-point thesis? _____

Is the essay written from a different point of view? _____

Does the essay have 5 indented paragraphs with 5 sentences in each paragraph? _____

Does the second, third, and fourth paragraph line-up with the points in the thesis and give details to support the topic sentence? _____

Do paragraphs two, three, and four begin with a topic sentence and a time order word? _____

Does the essay have a “Creative Ending” with restated thesis? _____

Did the writer use “Strong Verbs”? _____

Did the author use correct capitalization and ending punctuation? _____

Are all of the writer’s sentences complete? (No fragments or run-ons) _____

Does the writer have any misspelled words? _____

Total _____/100

