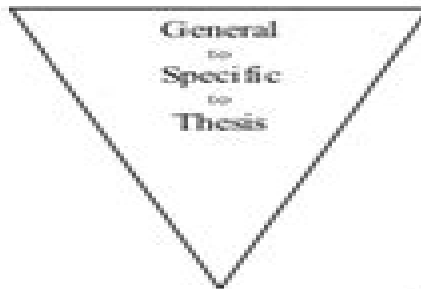


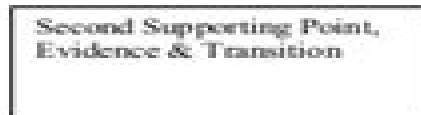
Outline/Description



I. Introduction (1 paragraph):

- A. **Hook:** Capture the interest of the reader and set the tone for your essay.
- B. **Narrow your focus:** Move from **general ideas** to **topics specific** to your **thesis statement**.
- C. **Thesis statement:** What your essay will prove. This will be your final sentence in the introduction. After reading your introduction, your reader should know what your three main supporting points will be in the body paragraphs.

II. Body (3 paragraphs):



- A. **Topic sentence:** Each new paragraph should begin with a sentence designed to specify the contents of the paragraph and to keep the momentum of the essay moving. Topic sentences help to keep the reader focused on the point of your paragraph. Each of your three topic sentences will state a support point.
- B. **Evidence:** What evidence is there to support your ideas? Without evidence your essay is not worth much more than the paper on which it is printed.
- C. **Opposition/Rebuttal:** You should **anticipate the opposing arguments** your readers might be making and **refute each, one by one**. Hint: Don't build the opposition's case. **Refute each point immediately after it has been presented.**
- D. **Smooth Transition:** Finish your paragraph (and begin your next paragraph) with a sentence that leads the momentum of the essay onto a new point. Readability is an important part of a good essay.

III. Conclusion (1 paragraph):



- A. **Reiterate your thesis statement** (write it similarly, not identically).
- B. **Summarize your first, second and third supporting points.**
- C. A good conclusion goes a little beyond a simple summary of the main points of your essay. Not only do you want to reaffirm the validity of your ideas, but you also want to be bold in the defense of your thesis. The conclusion is your chance to take a little liberty in your interpretation of your topic without having to show evidence as support. A conclusion is like a lawyer's closing statement. Be bold in answering the question, "So what?"
- D. **End with a call to action and/or a strong emotional appeal.** Remember—the last thing a reader reads is the first thing he/she remembers, and since this is a persuasive essay, you want to end with

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Brenda Rollins



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improve overall academic performance After using this guide students will be able to write clear concise analytical responses to complex real world questions in all subjects This resource includes step by step processes copious examples writing checklists helpful tips and black line masters all to help all students improve their thinking and writing Amy Rukea Stempel has been zealously working in education and education reform since 1989 Prior to founding Lightbulb Learning Services which specializes in the alignment of curriculum to academic standards literacy development and classroom school leadership she has led standards and curriculum development projects for the Education Trust Edison Schools Inc formerly the Edison Project and standards development efforts for the Council for Basic education In addition to experience in education policy Ms Stempel has also taught literature in the International Baccalaureate program for many years and has happily lived the harried and stimulating life of a classroom teacher Ms Stempel s prior publications include Gaining Traction Gaining Ground How Some High Schools Accelerate Learning for Struggling Students Standards for Excellence in Education contributor Where in the World Are We The Need for International Benchmarking Six Case Studies of Performance Assessment and Standards A Vision for Learning Many years ago Ms Stempel completed a B A in English from Carnegie Mellon University and an M A in Liberal Studies with concentrations in literature and history from Georgetown University

Tech Tools for Improving Student Literacy Bradford T. Davey, Hilarie B. Davis, 2014-03-05 Technology isn t just fun to use in the classroom it can also make real improvements in students literacy development In this book authors Hilarie Davis and Bradford Davey show you how and why to use tech tools to help enhance the teaching of reading writing speaking listening and viewing These tools can be used in English Language Arts and across the subject areas to promote literacy throughout your school Special Features Practical classroom examples from a variety of content areas Connections to specific Common Core State Standards Using the Technology boxes with step by step guidance on using a tool Screenshots that show how the tools work Strategies to help you use the tools effectively with students **Writing Behind Every Door** Heather

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Theory of Constraints Umesh P. Nagarkatte, Nancy Oley, 2017-11-27 This book was written to assist professionals and students to become proactive in their own education improve thinking resolve personal and interpersonal conflicts improve pedagogy manage departmental affairs and guide administrative decisions The text captures the practical experience of the authors with and without formal training in TOC to address many of the issues facing today's education stakeholders The text is designed to teach methods for 1 win-win conflict resolution 2 decision making 3 problem solving and 4 analysis of systems using TOC's powerful logic-based graphical Thinking Process tools A creative thinker can identify plan and achieve his or her goals just knowing the Thinking Process Tools

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