ONE CHUNK PARAGRAPH

1) Topic Sentence a sentence about the subject or topic of your paragraph.
   ● Include the source of topic (novel, article, primary source)
2) Evidence from the text a direct quote or paraphrase.
   ● Start sentence with a SHOW/EXPLAIN transition word
   ● Cite your source (in text citation or parenthetical citation)
3) Elaboration Sentence an analysis or opinion on how the concrete detail (sentence two) applies to the evidence presented in the text.
   ● Sentence must include an ACTION VERB
4) Elaboration Sentence a second sentence of analysis or opinion of why the concrete detail above is important to the reading, the topic, or your essay.
   ● Start sentence with a CONTINUING transition word
5) Evidence from the text a direct quote or paraphrase.
   ● Start sentence with a SHOW/EXPLAIN transition word that is different than the one used in sentence two
   ● Include a second direct quote or paraphrase of evidence or fact
   ● Cite your source (in text citation or parenthetical citation)
6) Elaboration Sentence your analysis or thoughts on the concrete detail sentence five; how it applies to the evidence presented.
   ● Sentence includes an ACTION VERB different than the one used in sentence three
7) Elaboration sentence a second sentence of analysis or opinion of why the concrete detail is important to the reading, topic, or essay.
   ● Start your sentence with a new CONTINUING transition word
8) Concluding sentence tie all thoughts together.
   ● Start sentence with a CONCLUDING transition word
   ● Call to action
## One Chunk Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>100%</th>
<th>80%</th>
<th>70%</th>
<th>50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis/Claim</td>
<td>* Answers prompt in last sentence of Introduction</td>
<td>* Answers prompt in wrong part of essay</td>
<td>* General answer to prompt with ONE reason or vague reasons</td>
<td>* No obvious thesis</td>
</tr>
<tr>
<td></td>
<td>* Contains claim + TWO specific reasons</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>* Obvious Introduction, body paragraphs and conclusion - in order</td>
<td></td>
<td>* Missing one or more of the paragraphs: introduction, body, conclusion or in wrong order</td>
<td></td>
</tr>
<tr>
<td>Evidence/Concrete Detail</td>
<td>* TWO pieces of evidence in each body paragraph</td>
<td>*Two pieces of evidence in each body paragraph</td>
<td>* Only ONE piece of evidence in each body paragraph</td>
<td>* Little to no evidence.</td>
</tr>
<tr>
<td></td>
<td>* Evidence is properly cited.</td>
<td></td>
<td>* Evidence is cited.</td>
<td>*No citations used</td>
</tr>
<tr>
<td>Elaboration/Commentary</td>
<td>* Elaboration supports the topic and evidence</td>
<td></td>
<td></td>
<td>Elaboration is repeating quote/paraphrase</td>
</tr>
<tr>
<td></td>
<td>* Elaboration extends the evidence and explains how it applies to the culture, society.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counterclaim (if assigned)</td>
<td>* Counterclaim is last body paragraph</td>
<td></td>
<td>* Counterclaim randomly placed in essay</td>
<td>* Counterclaim not present</td>
</tr>
<tr>
<td></td>
<td>* Contains rebuttal</td>
<td></td>
<td>* No rebuttal/no connections to evidence</td>
<td></td>
</tr>
<tr>
<td>Conventions/Mechanics</td>
<td>* Errors do not distract from content of essay</td>
<td></td>
<td>* Repeated errors throughout essay</td>
<td>* Essay needs major revising/editing</td>
</tr>
<tr>
<td></td>
<td>* Very few errors present</td>
<td></td>
<td>* Errors alter content</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* MLA format</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MODIFIED ONE CHUNK PARAGRAPH

Sentence 1: Topic Sentence
- Include the subject/topic of the paragraph
- Include the source (novel, article, primary source)

Sentence 2: Evidence
- Start the sentence with a SHOW/EXPLAIN transition word
- Include a direct quote or paraphrase from the text
- Correctly cite within the sentence

Sentence 3: Elaborate
- Sentence must include an ACTION VERB
- Explain how the evidence applies to the topic sentence

Sentence 4: Elaborate
- Start sentence with a CONTINUING TRANSITION word
- Provide second explanation how the evidence applies to the topic sentence

Sentence 5: Concluding Sentence
- Start the sentence with a CONCLUDING transition (In conclusion, _________)
- Sentence wraps up paragraph and ties it all together. It may include a call to action.
ICEE! Writing Strategy

I  Main Idea: topic sentence that states “What do you think?”
   • Introduce the topic. Do not use personal pronouns (he/she, him/her, etc.). If answering a question, rephrase the question into a sentence and give an answer.
   • Think in big, broad terms. Use specific examples in the evidence.

C  Cite: “How do you know?”
   • Introduce your source by giving credit; (think of this like tagging a picture!)
   • Title, Author, Date, Page
   • Introduce a quote or evidence; quotes and evidence cannot stand alone.
   • Give specific evidence: a direct quote, a paraphrase, or a detailed description of a picture or graph.

E & E  Explain and Elaborate: Commentary sentences answer “So What,” or, “What does it mean?” Build upon the evidence; don’t repeat it. Analyze what the evidence means by asking the following questions:
   • So what? How does this affect society and culture? What is the historical impact? How does this cause change? Why does it matter? How does this support my main idea?
   • Historical thinking skills:
     o  Context: relate the evidence to its time period. What events or experiences led up to this? How will this affect the future? Why is this historically significant?
     o  Corroborate: Does this source agree or disagree with other sources? Why?
     o  Source: How reliable is this source? What do you know about the author? Does that change the meaning?

!  ! Sum Up: Concluding sentence brings it home!
1. Tie the evidence and elaboration back to the main idea or thesis. How does it prove your point? This wraps it up with a finished feel.
MLA CITATION BASICS
Modern Language Association

Top left of every paper:
Student first and last name
Teacher’s last name
Class and period
Due date

Other MLA guidelines
Times New Roman, 12 pt. font
One-inch margins – just don’t mess with them!
Source titles are *italicized*. They are not underlined and not in quotation marks.

There is a period at the very end of the evidence and parenthetical citation.

Citing the author:
2. If the author is known, always use the author’s last name:
3. Wordsworth stated Romantic poetry was marked by a “spontaneous overflow of powerful feelings” (263).
4. Romantic poetry is characterized by the “spontaneous overflow of powerful feelings” (Wordsworth 263).
5. Wordsworth extensively explored the role of emotion in the creative process (263).

Quoting dialogue:
- “‘You live in West Egg,’ she remarked contemptuously. ‘I know somebody there’” (11).

For electronic and Internet sources, follow these guidelines:
- Do not include URLSs in the text; only provide partial URLs. For example: CNN.com or Forbes.com as opposed to writing out http://www.cnn.com or http://www.forbes.com.
- If there is no author, use a shortened version of the article title: “Living Planet,” or “A New Generation.”

There is NO punctuation or abbreviation in the parentheses unless you are citing multiple pages or a range of pages.
- Incorrect: (Smith, pg. 16)
- Correct: (Smith 16). (Smith 26, 32, 48). (Smith 30-35).

Resources:
easybib.com
mybib.com
ACTION VERBS

First elaboration sentence

Acknowledges  Discusses  Points out  Allows
Distinguishes  Argues  Emphasizes  Asserts
Explains  Presents  Breaks down  Exposes
Proposes  Provides  Proves  Restates
Claims  Compares  Concludes  Declares
Defines  Focuses  Illuminates  Illustrates
Infers  Maintains  Reveals  Shows
Suggests  Supports  Teaches  Examines

TRANSITION WORDS

Second elaboration sentence

Continuing with the same topic:
Moreover, Also  Likewise  Next  A final reason
Therefore  In order to  Due to  Resulting from/in
Furthermore  One reason  In addition

Opposite or Changing the thinking:
Although  In contrast  However  On the contrary
Nevertheless  Conversely  While  Even though
Nonetheless  Yet  Whereas  In contrast

Sequence (order of ideas)
After  Then  Before
During  Later  While  First, second, third
Earlier  Since  In the first place

Show or explain an important fact or comment (evidence sentences)
For example  For instance  To illustrate
Specifically  Similar to  In the same way as
To demonstrate  To clarify  Notably

Conclusion at the end of the essay or paragraph
As a result  In conclusion  In summary
Therefore  Finally  Consequently

DEAD WORD LIST

Stuff  A lot  Made  Making  Gonna
Would  Kind of  That  It  Lots of
I  Could  Should  Really  This shows that
Your  Me  Us  You  This quote means
Anything  You’re  We  Situation
Thing  Nothing  Something  Myself
Make  Got  Gotten  Everything
WORD SUBSTITUTIONS
Should, would, could = have to, must, need
Make, made = cause, create, build, assemble, shape, compel, force, prepare, gain, produce

SENTENCE FRAMES
Text-based Evidence
- For (example, instance) the text of ____________ (discusses, demonstrates, states, explains) how ____________.
- According to the text, ________________.

Nonfiction
- According to the article, ________________ causes ________________.
- Within the article, ________________ is the reason for ________________.
- In order to support ___________ the author (shows, describes, explains) ________________.
- In order to (understand, comprehend, analyze) the ___________ time period, the background of ___________ (dates, events, people) needs to be ____________.

Character Thesis Statement
- ___________ (author’s last name) (recounts, creates, describes, promotes, produces) the character of ___________ through the (character traits, characteristics, features), elements of ___________ and ___________.
- ___________ from (title), by ___________ (author) (faces, deals with, combats) adversity through ___________ and ____________.

Thematic Thesis Statement
- ___________ (title or author) (portrays, introduces, presents, illustrates, explores) ___________ as a ___________.
- The theme of ___________ (story, article, novel) is best (explained, described, illustrated) through these ___________ (events, conflicts).
ARGUMENT ESSAY FORMAT

1. Introduction
   Hook
   Transition, background information on topic
   Thesis Statement (Claim and reasons)

2. Reason 1 Paragraph
   Follows one-chunk format

3. Reason 2 paragraph
   Follows one-chunk format

4. Counterclaim paragraph
   Counterclaim sentence
   Counterclaim evidence – explain the counterclaim
   Refutation sentence (rebuttal)
   Evidence for the refutation
   Elaborate and Explain

5. Conclusion
   Restate thesis
   Call to action

Counterclaim sentence frames:
- Critics say ________________.
- While it might be true ___________, still all in all ____________________.
- Others may say ________________. But the position of ______________________.
- A common argument against this position is ________, but__________________.

Argument Writing Sentence Starters:

<table>
<thead>
<tr>
<th>How to introduce evidence</th>
<th>How to analyze evidence (telling the reader what it means)</th>
<th>Counterclaim/rebuttal statements</th>
<th>Concluding statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>• According to the text</td>
<td>• In order to understand _______</td>
<td><strong>Counterclaim</strong></td>
<td>• In conclusion,</td>
</tr>
<tr>
<td>• The author defines,</td>
<td>• _______ illustrates how _______</td>
<td>• One may argue,</td>
<td>• All in all,</td>
</tr>
<tr>
<td>describes,</td>
<td>• Clearly,</td>
<td>• On one hand,</td>
<td>• As one may see,</td>
</tr>
<tr>
<td>discusses,</td>
<td>• Meaning,</td>
<td>• Granted some may argue,</td>
<td>• Overall,</td>
</tr>
<tr>
<td>• The article, _______</td>
<td>• The meaning behind _______</td>
<td>• Some people believe,</td>
<td>• Thus, Finally,</td>
</tr>
<tr>
<td>point out</td>
<td>• The issue of _______ is portrayed by _______</td>
<td>• Some supporters believe…</td>
<td>• As expressed,</td>
</tr>
<tr>
<td>(Author’s name) focuses,</td>
<td></td>
<td>• Although some think…</td>
<td>• As can be seen,</td>
</tr>
<tr>
<td>• For example,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The author describes,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• For instance,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• As the article indicates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>________,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• In addition, the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>author writes . . .</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PROBLEM/SOLUTION ESSAY FORMAT

1. Introduction
   Hook
   Transition, background information on topic
   Thesis (the problem and solutions being discussed)

2. Problem paragraph
   Follows one-chunk format

3. Solution paragraph
   Follows one chunk format

4. Conclusion paragraph
   Restate thesis
   Summarize main points

Problem/Solution Sentence Frames:
• _______________ had a problem because ____________. (Therefore, As a result, the action of)
  _____________ was taken to help solve for __________.
• In ____________, the main character _____________ (faces, deals with, addresses) the problem of
  _____________ by overcoming the challenge of ____________.
• The problem of _____________ caused by _____________ because of _____________. Therefore, the
  solution for _____________ was to ____________.

COMPARE/CONTRAST ESSAY FORMAT

1. Introduction
   Hook
   Transition, background information on topic
   Thesis

2. Similarities Paragraph
   Follows one chunk format

3. Differences Paragraph
   Follows one chunk format

4. Conclusion
   Restate thesis
   Summarize main points

Compare/Contrast Sentence Frames:
• _______________ and ______________ are similar in several ways. Both _____________ and
  _____________ have similar _________________.
• _______________ and ______________ are different in several ways. Both (documents, characters,
  stories, events) support the (claim, thesis, characteristics) of _____________ by the (description,
  evidence) of _____________.
• The difference between _____________ and _____________ is (apparent, evident, obvious) by _____________.
SEQUENCE ESSAY FORMAT

1. Introduction
   Hook
   Transition, background information on topic
   Thesis

2. First thing in the sequence paragraph
   Follows one chunk format

3. Second thing in the sequence paragraph
   Follows one chunk format

4. Conclusion
   Restate thesis
   Summarize main points

Sentence Frame For Sequence:
- Here is how a ______________ is created. First, _______________. Next, _______________.
  Then, ___________. Finally, _______________.

CAUSE/EFFECT ESSAY FORMAT

1. Introduction
   Hook
   Transition, background information on topic
   Thesis

2. Causes paragraph
   Follows one chunk format

3. Effects paragraph
   Follows one chunk format

4. Conclusion
   Restate thesis
   Summarize main points

Cause And Effect Sentence Frames:
- Because of __________, _______________. ________________ caused _______________. Therefore, _______________. Finally, due to ______ the result of is ____________.
- The cause of __________ is (because of, brought about by) __________. Therefore, the effect of these issues is ________________.
- ________________ causes ________________ by doing _______________.

## EDITING MARKS

<table>
<thead>
<tr>
<th>Mark</th>
<th>Issue to resolve:</th>
</tr>
</thead>
<tbody>
<tr>
<td>→</td>
<td>Indent paragraph</td>
</tr>
<tr>
<td>≠</td>
<td>Something missing/wrong/spelling error/grammar error</td>
</tr>
<tr>
<td>‹</td>
<td>Start a new paragraph</td>
</tr>
<tr>
<td>T</td>
<td>Transition word needed</td>
</tr>
<tr>
<td>l/</td>
<td>Italicize the article/novel title</td>
</tr>
<tr>
<td>≡</td>
<td>Capitalize</td>
</tr>
<tr>
<td>X</td>
<td>Take it out or replace with something else</td>
</tr>
<tr>
<td>Run-on</td>
<td>Run-on sentence, shorten or change to two sentences</td>
</tr>
<tr>
<td>Frag</td>
<td>Sentence fragment, add more information</td>
</tr>
<tr>
<td>Irr</td>
<td>irrelevant information</td>
</tr>
<tr>
<td>B/S</td>
<td>Be Specific</td>
</tr>
<tr>
<td>WP</td>
<td>Writing Prompt</td>
</tr>
<tr>
<td>CS</td>
<td>Combine Sentences</td>
</tr>
<tr>
<td>FF</td>
<td>Follow the appropriate paragraph format</td>
</tr>
<tr>
<td>Check mark</td>
<td>Great Sentence!</td>
</tr>
<tr>
<td>Awk</td>
<td>Awkward, rewrite to be understood</td>
</tr>
<tr>
<td>Red</td>
<td>Redundant, this is said earlier in the essay</td>
</tr>
<tr>
<td>Cite</td>
<td>Citation issue</td>
</tr>
<tr>
<td>?</td>
<td>Confusing</td>
</tr>
<tr>
<td>Elab</td>
<td>Elaboration needed</td>
</tr>
<tr>
<td>Evid</td>
<td>Evidence needed</td>
</tr>
<tr>
<td>‡</td>
<td>Do not italicize</td>
</tr>
<tr>
<td>¶</td>
<td>Do not underline</td>
</tr>
<tr>
<td>B</td>
<td>Do not bold</td>
</tr>
<tr>
<td>T.S.</td>
<td>Topic sentence missing</td>
</tr>
<tr>
<td>Thesis</td>
<td>Thesis is missing or unclear</td>
</tr>
<tr>
<td>CTA</td>
<td>Call to action</td>
</tr>
</tbody>
</table>

**DWSBA/RISE Tracker**