

Albion Writing Reference

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

Criteria	100%	80%	70%	50%
Thesis/Claim	<ul style="list-style-type: none"> * Answers prompt in last sentence of Introduction * Contains claim + TWO <i>specific</i> reasons 	<ul style="list-style-type: none"> * Answers prompt in wrong part of essay.. * Contains claim + TWO reasons 	<ul style="list-style-type: none"> * General answer to prompt with ONE reason or vague reasons 	<ul style="list-style-type: none"> * No obvious thesis
Organization	<ul style="list-style-type: none"> * Obvious Introduction, body paragraphs and conclusion - in order 		<ul style="list-style-type: none"> * Missing one or more of the paragraphs: introduction, body, conclusion or in wrong order 	
Evidence/ Concrete Detail	<ul style="list-style-type: none"> * TWO pieces of evidence in each body paragraph * Evidence is properly cited. 	<ul style="list-style-type: none"> * Two pieces of evidence in each body paragraph * Evidence is not properly cited 	<ul style="list-style-type: none"> * Only ONE piece of evidence in each body paragraph * Evidence is cited. 	<ul style="list-style-type: none"> * Little to no evidence. * No citations used
Elaboration/ Commentary	<ul style="list-style-type: none"> * Elaboration supports the topic and evidence * Elaboration extends the evidence and explains how it applies to the culture, society. 			<ul style="list-style-type: none"> Elaboration is repeating quote/paraphrase
Counterclaim (if assigned)	<ul style="list-style-type: none"> * Counterclaim is last body paragraph * Contains rebuttal 		<ul style="list-style-type: none"> * Counterclaim randomly placed in essay * No rebuttal/no connections to evidence 	<ul style="list-style-type: none"> * Counterclaim not present
Conventions/ Mechanics	<ul style="list-style-type: none"> * Errors do not distract from content of essay * Very few errors present * MLA format 		<ul style="list-style-type: none"> * Repeated errors throughout essay * Errors alter content 	<ul style="list-style-type: none"> * Essay needs major revising/editing

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

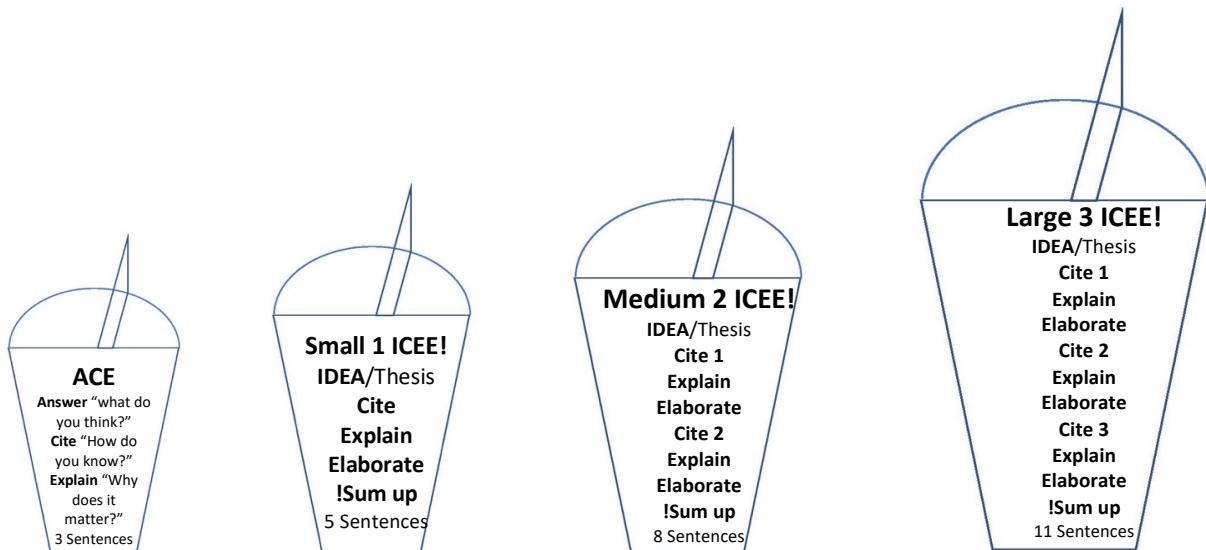
- Start sentence with a CONTINUING TRANSITION word
- Provide second explanation how the evidence applies to the topic sentence

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:
 - **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?
 - **Corroborate**: Does this source agree or disagree with other sources? Why?
 - **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 URLs 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:

How to introduce evidence	How to analyze evidence (telling the reader what it means)	Counterclaim/rebuttal statements	Concluding statements
<ul style="list-style-type: none"> • According to the text • The author defines, describes, discusses, • The article, _____ point out _____ • (Author's name) focuses, • For example, • The author describes, • For instance, • As the article indicates _____, • In addition, the author writes . . . 	<ul style="list-style-type: none"> • In order to understand _____ • _____ illustrates how _____ • Clearly, • Meaning, • The meaning behind _____, • The issue of _____ is portrayed by _____ • The excerpt explains • As one can see, the text describes . . . 	<p>Counterclaim</p> <ul style="list-style-type: none"> • One may argue, • On one hand, • Granted some may argue, • Some people believe, • Some supporters believe... • Although some think... <p>Rebuttal</p> <ul style="list-style-type: none"> • However, • When looking at the facts, • The argument is incorrect because... • What they don't consider... • Without a doubt, • Most argue... 	<ul style="list-style-type: none"> • In conclusion, • All in all, • As one may see, • Overall, • Thus, Finally, • As expressed, • As can be seen,

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

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

DWSBA/RISE Tracker