

ESSAY WRITING KIT

By: STEVAN KRAJNJAN

THIS BOOK BELONGS TO: _____



INTERACTIVE VERSION! - Students type directly onto the forms and save.

- Writing essays can be frustrating and exasperating for students, but it doesn't have to be! If they are guided, shown what to do, and understand the steps, writing can be easy and even fun!
- **The Essay Writing Kit** makes essay planning, organizing and gathering of researched information painless, easier and quicker.
- Ideal for students who find essay writing overwhelming and difficult.
- Follow the simple steps, use the interactive structure and watch the essay almost write itself!
- Unique, interactive essay writing tool designed to help students avoid frustration, negative results, uncertainty, and fear of writing essays.

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Edited by: Bryan Fox, Paulo Martins

Thank you for purchasing one of the finest, most practical and visually appealing teacher resources available. This book is designed to meet the classroom needs of today's busy and active teachers.

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WHAT'S AN ESSAY? Essay? What is an ESSAY?

An essay is usually a short piece of nonfiction writing that is often written from the author's personal point of view. It is an organized collection of ideas that are written in a proper essay format. All essays have beginnings, middles, and endings and are built around a central idea, usually referred to as a thesis. Most essays consist of more than three paragraphs, long enough to discuss, argue or prove the main idea of the essay, the thesis. Essays can be Descriptive (describes a topic), Argumentative (presents an opinion), Narrative (tells a course of events) or Persuasive (convinces).

BASIC ESSAY FORMAT

An essay is made up of an Introduction, the Body, and the Conclusion. Here is how to organize a common essay:

INTRODUCTION

First paragraph of the essay designed to grab the reader's attention. It tells what the paper is about, explains how and what it is attempting to prove, and begins or ends with a thesis.

THE BODY

Everything in your essay between the Introduction and the Conclusion. This is where you discuss your main points (subtopics), develop, expand and support your thesis statement and provide supporting evidence in paragraphs. Each paragraph should include a topic sentence and supporting evidence that reinforces the topic sentence.

CONCLUSION

A quick wrap-up paragraph. Restates the thesis or sums up the argument, leaving the reader with something to think about, and tells what you think is important to remember.



MY WORK SCHEDULE

Decide how much time you may want to spend on each stage of the work involved, arrange your personal timetable, and stick to it!

There is another version of this form where students get to fill out own tasks.

Try typing on this form!

DUE DATE: _____

TASK	DATE of COMPLETION	DONE?
Complete the planning stage	By:	
Collect resources, do the RESEARCH	By:	
Scan, read and examine all resources	By:	
Write a Tentative Outline	By:	
Plan and organize subtopics	By:	
Write subtopics in point form based on researched information	By:	
List subtopics in order of appearance	By:	
Begin Draft Copy	By:	
Write introduction	By:	
Write the body of essay using collected point form subtopics information	By:	
Write the conclusion	By:	
Proofread, Edit, make needed changes	By:	
Hand in Final Product for evaluation	ON:	

MY PLAN

Jumpstarts and guides your work in its earliest stages.

Name: _____

Only a Sample!
This form is used to help students plan their essay.
Try typing and see how it looks!

My **TOPIC** is: _____

My Temporary **Thesis**: _____

Length _____ **Due Date**: _____

Other teacher instructions about the project : _____

WHAT I ALREADY KNOW *(in point form)*

- _____
- _____
- _____
- _____
- _____

MY QUESTIONS ABOUT THE TOPIC *(What I would like to learn)*

- _____
- _____
- _____
- _____
- _____

The **REASON** for doing this project: _____

My **AUDIENCE** will be? _____

I will use this **FORM** of writing (*essay, report, point of view, persuasive, report of information...*):

My SOURCES of INFORMATION:

- | | | | |
|---------------------|-------------------|--------------------|-----------------------------|
| _____ books | _____ magazines | _____ Internet | _____ teacher |
| _____ films, videos | _____ librarian | _____ an expert | _____ parents, friends |
| _____ photographs | _____ dictionary | _____ thesaurus | _____ relatives |
| _____ newspapers | _____ atlases | _____ records | _____ maps, charts, posters |
| _____ catalogues | _____ periodicals | _____ encyclopedia | _____ textbook |

Other Sources: _____

Questions, difficulties, unknowns, concerns, ideas and other issues about the topic:

THE QUICK OUTLINE

Name: _____

This page is also part of the interactive pages where information is actually typed onto the pages.
Try typing on this form!

TOPIC:

THESIS: *(the main point, tells what the essay is about, be brief, clear, concrete and specific)*

Ideas for INTRODUCTION *(brief, clear comment, grab the reader's attention, introduce the issue, use a quote, write an interesting question, state an amazing fact).*

BODY: *Quick plan of ideas (subtopics, supporting evidence)... will become a single paragraph or more in your essay.*

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Ideas for CONCLUSION: *(end with a quick wrap-up, memorable sentence, leave the reader with something to think about, ask an interesting question, challenge reader to action, sum up, tell your feelings about the topic)*

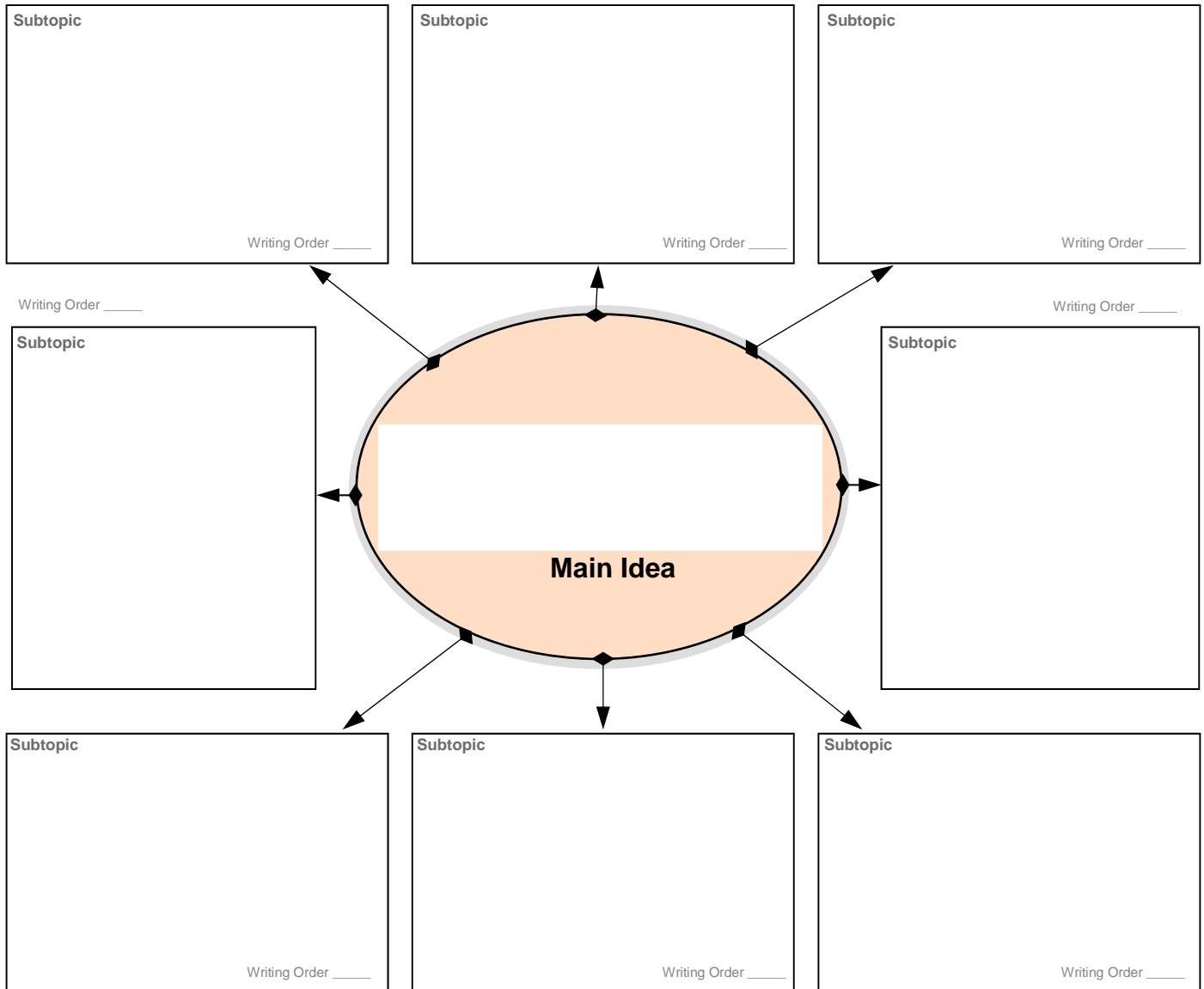
ORGANIZE SUBTOPICS

Name: _____

Only one sample page!
The book actually has 2 other
versions of this form!
Try typing and see what happens!

Before writing any part of the essay, using "The Quick Outline" page (and any gathered information), plan, write, order and organize your subtopics, initial introduction and conclusion ideas .

Introduction Quick, brief thoughts and ideas...



Conclusion Quick, brief thoughts and ideas...

Subtopics IN MORE DETAIL

Name: _____

Only one of several pages like this, so that more subtopic information can be entered.

Try typing!

Now, type researched information for each of your subtopic below, in point form. When done, **transfer** all of the listed notes **into a word processor**, where you will then begin to work on the rough draft of your essay.

Subtopic: _____

Source	POINT FORM NOTES

Subtopic: _____

Source	POINT FORM NOTES

ESSAY WRITING CHECKLIST

Try clicking on the checkmarks below!

Before handing in your paper, ask yourself the following questions:

INTRODUCTION

- Is my **thesis statement** brief, clear, concrete and easy to understand? _____
- Does the essay answer the **question** that was set? _____
- Does my **introduction** hook/grab attention and state the thesis clearly? _____
- Are my **supporting arguments and examples** strong, valid and clear? _____
- Do they also **prove** and **support** my **thesis**? _____
- Do my **sentences** vary in **length**? _____
- Are all **sentences clear, correct** and easy to understand? _____
- Have I avoided **run-on** and **incomplete sentences**? _____
- Do **paragraphs** contain proper **topic sentences**, organized in **logical order**? _____
- Do my **topic sentences** clearly prove and support the thesis statement? _____
- Have I used **transition/connecting words** to make ideas **flow**? _____
- Are my **quotes** accurate and properly cited? _____

BODY

- Is my essay free of **contractions** such as, can't, won't, don't, etc.,? _____
- Have I avoided using **first person phrases** such as, "I believe" and "I think"? _____
- Have I made my **points** clear and interesting? _____
- Is the **writing plain** and **simple**, without clumsy and confusing **phrases**? _____
- Have I replaced **unnecessary** or **repetitious words**? _____
- Is my **argument clear** and **logical**? Does the essay **flow**? _____
- Have I **followed** my prepared **outline**? _____
- Have I used a **dictionary** and **thesaurus**, and **corrected** all **spelling errors**? _____

CONCLUSION

- Is the **conclusion** effective and interesting? Does it restate the thesis? _____
- Are all of my **sources** properly **cited**? _____
- Have I **paraphrased** sufficiently from my sources? _____
- Have I provided **footnotes**, in the correct format? _____
- Does my **bibliography** follow the correct **conventions** of layout? _____
- Have I **proofread** and **edited** the final copy of my work? _____
- Have I included a **title page**, and does it contain all required information? _____
- Have I **numbered** all **pages** correctly and used the required **line spacing**? _____
- Is my **work** of the appropriate **length**? _____
- Have I **asked someone else to read** my paper to help locate missed **errors**? _____

Essay Rubric

Date: _____

Student: _____ Topic: _____

Level	R	1			2			3			4			
Letter Grade	R	D ⁻	D	D ⁺	C ⁻	C	C ⁺	B ⁻	B	B ⁺	A ⁻	A	A ⁺	
Mark as (%)	Below 50 %	50-52	53-56	57-59	60-62	63-66	67-69	70-72	73-76	77-79	80-84	85-89	90-100	
Performance Level	VERY LIMITED	POOR			FAIR			GOOD			EXCELLENT			
THESIS	Absent, no evidence, or makes little sense.	Poorly worded, very broad, difficult to identify, needs much revision to improve clarity.			Somewhat unclear, appears unoriginal and needs revision to improve clarity.			Is mostly clear and well-defined but may require some reworking to improve clarity.			Clearly conveys the main point, concise, creative, well defined and sophisticated.			value <input type="text"/>
INTRODUCTION	No evidence of introduction.	Not very clear, engaging, effective and interesting.			Somewhat clear, engaging, effective and interesting.			Mostly clear, engaging, effective and interesting.			Very creative, clear, engaging, effective and interesting.			<input type="text"/>
ORGANIZATION	Very poor planning, stating, ordering, relevancy and linking of ideas.	Poor planning, stating, ordering, relevancy and linking of ideas.			Fair planning, stating, ordering, relevancy and linking of ideas.			Good planning, stating, ordering, relevancy and linking of ideas.			Ideas are well planned, stated, ordered, relevant, well linked and very convincing.			<input type="text"/>
CONCLUSION	No evidence of conclusion. Essay is ended without a closing statement.	Conclusion is present but poorly written and lacks the required elements.			Conclusion is recognizable, but without much analytical depth.			Conclusion effectively wraps up and summarizes thesis and key points.			Closing statement is excellent, insightful, and memorable.			<input type="text"/>
LANGUAGE	Many errors, difficult to understand and meaning is lost. Needs much work and remediation.	Spelling, grammar conventions and punctuation, are poor. Sentence fluency, voice and word choice are poor.			Spelling, grammar conventions and punctuation, are fair. Sentence fluency, voice and word choice are fair.			Spelling, grammar conventions and punctuation, are good. Sentence fluency, voice and word choice are good.			Spelling, grammar conventions and punctuation, are superior. Sentence fluency, voice and word choice are superior.			<input type="text"/>
CITATION	No evidence of any listed sources.	Few sources are listed, included and in the proper format.			Some sources are listed, included and in the proper format.			Most sources are listed, included and in the proper format.			All sources are listed with accuracy and in the proper format.			<input type="text"/>

Comments:

MARK:

Like what you've seen?

Like what you've seen?

Dear Teacher,

If you like what you have seen in this sample, I invite you to also come and see other helpful resources at www.TimesaversForTeachers.com? For your convenience, I have added direct links to each of the books below. Do come for a visit... I would very much appreciate that!

Several of the books are "interactive" which means that you can actually TYPE the information directly onto the forms and SAVE your work, but to do this you need to have Adobe Acrobat installed on your computer (*older versions are ok*).

The Teacher's Binder: World's largest collection of often used classroom forms.

Non-interactive version: http://www.timesaversforteachers.com/index_page0006.htm

Interactive version: http://www.timesaversforteachers.com/index_page0006.htm

Report Card and IEP Comments: 1830 ready-to-use comments, logically organized for ease of use.

Direct link: http://www.timesaversforteachers.com/index_page0072.htm

1000 Quick Writing Ideas: Motivate students to begin writing by giving them **1000** writing ideas and prompts!

Direct link: http://www.timesaversforteachers.com/index_page0005.htm (*language forms included*)

Substitute Teacher Instructions Kit: Organize substitute teacher instructions effectively and thoroughly!

None-Interactive: http://www.timesaversforteachers.com/index_page0007.htm

Interactive version: http://www.timesaversforteachers.com/index_page0007.htm

The Essay Writing Kit: Helps make common essay planning and writing tasks simpler and far less frustrating for students.

Printable: http://www.timesaversforteachers.com/index_page0084.htm

Interactive: http://www.timesaversforteachers.com/index_page0084.htm

Spelling Activities for Spelling Lists: printable, visually attractive spelling activities, ready for use.

Direct link, click here: http://www.timesaversforteachers.com/index_page0074.htm

Classroom Awards, Certificates and Passes:

Printable: http://www.timesaversforteachers.com/index_page0061.htm

Interactive: http://www.timesaversforteachers.com/index_page0061.htm

Math Timesavers: collection of difficult-to-find, often-used forms, masters and reproducible sheets for a K-8 class.

Direct link: http://www.timesaversforteachers.com/index_page0020.htm

Just Multiply It: Teach your students the multiplication facts in a fun, quick, organized, and visually appealing way!

Direct link: http://www.timesaversforteachers.com/index_page0031.htm

Just Teach It: Fun end-of-the-year language unit - students research, prepare and teach classmates - very popular.

Direct Link: http://www.timesaversforteachers.com/index_page0052.htm