ESSAY WRITING KIT

By: STEVAN KRAJNJAN

The INTERACTIVE ESSAY WRITING KIT

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.

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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www.**TimesaversForTeachers**.com

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WHAT'S AN 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!

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.

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)

- _____
- _____
- _____
- _____
- _____

Name: _____

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:

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:

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...

_____
_____
_____
_____

Subtopic	Subtopic	Subtopic
Writing Order _____	Writing Order _____	Writing Order _____

Writing Order _____

Subtopic		Subtopic

Writing Order _____

Main Idea

Subtopic	Subtopic	Subtopic
Writing Order _____	Writing Order _____	Writing Order _____
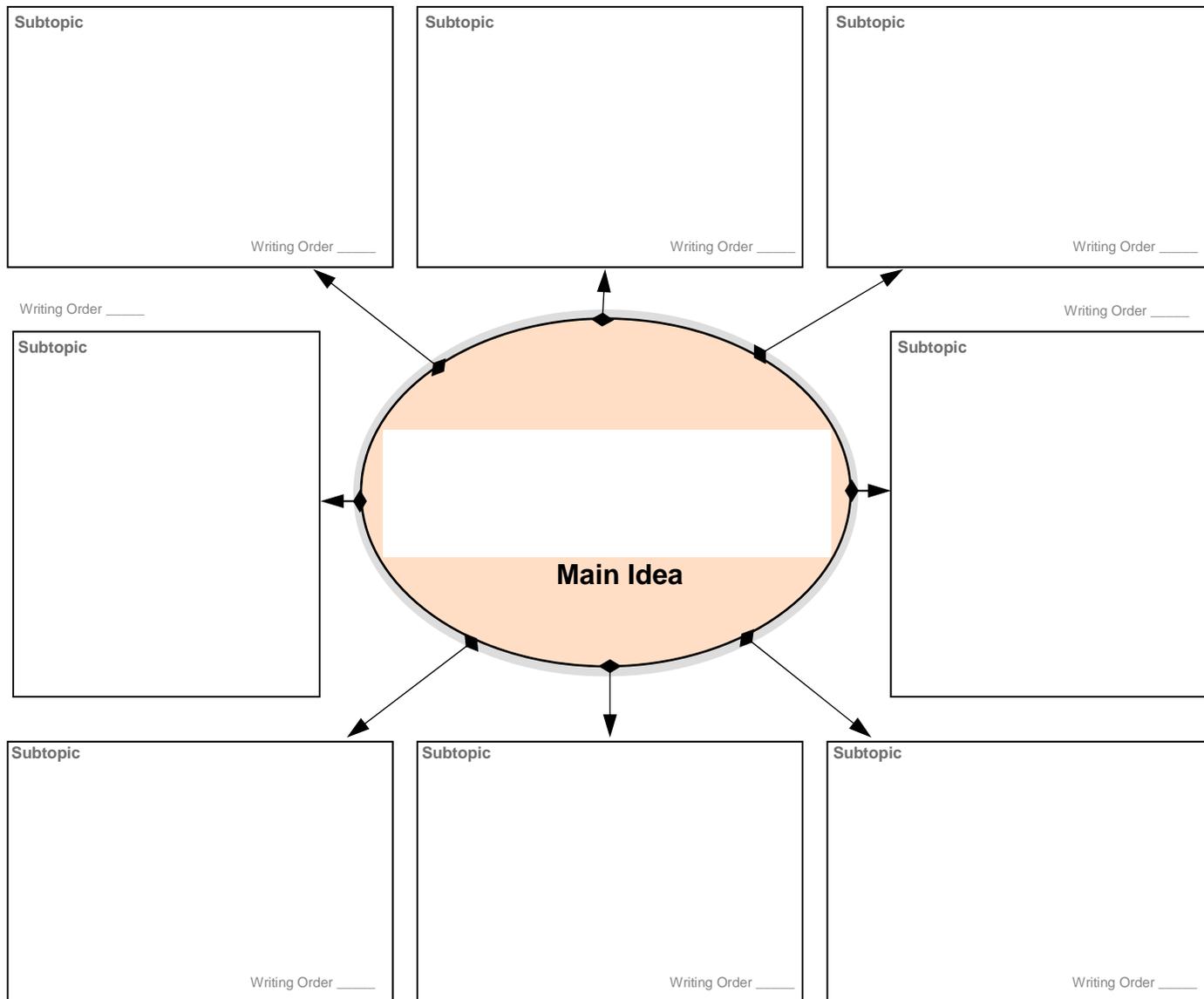
Conclusion   Quick, brief thoughts and ideas...

_____
_____
_____
_____

Subtopics IN MORE DETAIL

Name:

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

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**?   _____

BODY

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?   _____

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	

	R	1	2	3	4	value
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.	
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.	
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.	
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.	
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.	
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.	

Comments:

MARK:

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