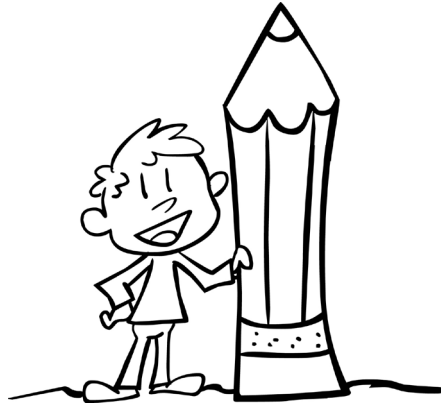


# Essay Writing

Expository  
Persuasive  
Literary Analysis

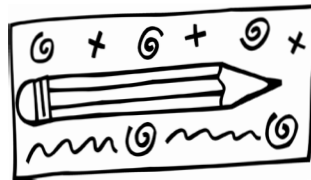


Compiled by  
Sonia Villalón  
Teacher Specialist  
Hanna High School



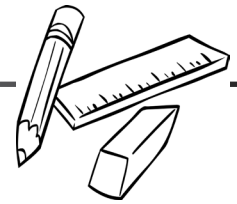
# Essay Writing

## Mapping for Success



for middle and high school students

Written by Nicole Welding and Donna Herold



Dear Educator:

The stakes have risen for students to demonstrate competence in writing. While educators across the curriculum are working to improve student performance, the gap between what is expected of student writers and what student writers are able to do continues to widen. This writing guide was born in an effort to help educators find a simple way to present basic writing skills. Designed for the instruction of expository, persuasive, and literary analysis essays, *Mapping for Success* scaffolds necessary skills and begins the writer's journey toward control of his or her writing.

Both authors are National Board certified teachers who have taught writing in the classroom for more than a decade. Their combined knowledge has allowed them to carefully craft a simple process that, with guided instruction, is capable of helping students better organize and elaborate their writing. What sets this method apart from other approaches to writing essays is its easy-to-understand format that allows teachers to bring their own creativity to the students' writing process while equipping students with a visual cue to help develop their ideas.

This method is not meant to create a new vocabulary for students and teachers to learn; rather, it is purposefully designed so that students' existing knowledge about writing can be easily tapped when beginning to map out a new essay. The term 'Mapping' has been identified simply to accentuate the need for students to plan their essay before beginning their initial drafts.

Used as a scaffold, this method can be taught successfully in middle and high school. Pages within this booklet are meant to be photocopied and used in the classroom, as the graphic display of content organization is the primary strategy that will assist students when they are required to write for an assignment or a high stakes test. As with all good scaffolds, the intent is to move students past the scaffold as soon as they are capable.

Let's Map for Success!

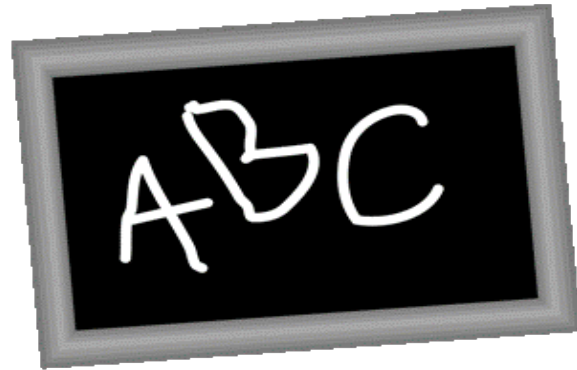
Nicole Welding



Donna Herold

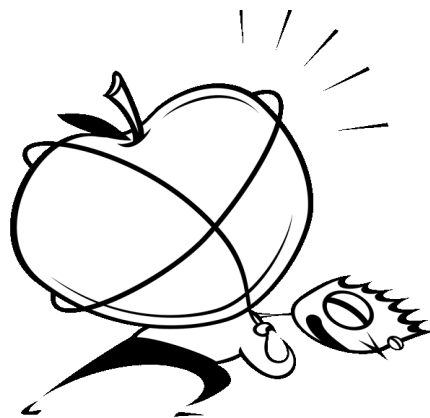
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## Instruction Rationale

Essays follow an organizational pattern that, once learned, allows students to write in an intuitive and organized manner. This is most important when students are required to respond coherently to an essay question on a test or formalize a response for an expository prompt. But what must our students understand about purposeful expository essay writing and how can we move them toward those understandings?

**Importance of prompt analysis:** It is always appropriate to define mode, audience, purpose, and subject before beginning to write. The following page introduces the basics of MAPS, demonstrating the initial questions that should be asked before beginning the writing process.

**Importance of pre-writing:** The value of graphic organizers to teach essay writing cannot be underestimated. With that said, it is also worthwhile to point out that most students that we teach are visual learners. Allow students to see the logical flow of information before beginning to teach them to write. By requiring students to visually ‘map’ their brainstorming and pre-writing, they learn how good writers craft effective texts. Students will also learn how they too can be effective writers.

**Importance of organization:** As students move from middle school to high school to post high school institutions, they will be writing continuously more complex and intricate responses in a variety of content areas. The basic structure of an essay is relatively easy for most students to learn. Once they have the organizational pattern of thesis, main ideas, and supporting details, students can begin to bring their own creativity into the process. For example, although thesis statement is normally taught to appear as the last sentence in the introductory paragraph, a thesis statement can also be moved to the beginning sentence, moved to a subsequent paragraph, or could even be implied. Students need to be taught the basic structure and then how they can bring their own personalities to their written products.

**Importance of purposeful reading:** Learning the organization of an expository text will also help students to be better readers of non-fiction text. The skills suggest that there is a pattern in which information is presented--beginning with main ideas and following with supporting details. Although some texts may stray from this structure, most do not. Understanding the logical flow of human expository communication is a skill students cannot afford to miss.

## Introduction to the Expository Essay

Mode: What mode of writing will best help the writer to answer the prompt?

Writing an expository essay is much the same as writing any essay. The writer must first understand the prompt. An expository response asks the writer to respond with an explanation about what, why, where, when, who or how something is or came to be.

*After the writer has identified the appropriate mode, the next step is to define the audience, purpose, and subject.*

Audience: Who will be reading this essay?

In some instances, the teacher should be considered the reader; in others, the assignment will instruct the student to write to a specific audience. On occasion, the author will determine the audience. No matter the instance, the student must consider whether or not the reader is familiar with the topic or whether audience opinion about the topic will influence the way the essay will be read. The writer should consider both audience and purpose in order to construct a tone or point of view that elicits the appropriate response from the reader, while considering how to craft the essay using audience-appropriate explanations, examples, and supporting details to create the desired impact.

Purpose: Why is the essay being written?

The writer will need to understand the purpose behind writing the expository essay. While an expository essay may be used to assess students for writing ability, it can also be used to assess understanding of given topic. The student writer must be trained to ask, "Why am I writing this essay?" and "What am I expected to accomplish?"

Subject: Do I have enough information to write this essay?

The reader should understand the subject that he is being asked to write about. It is important that the writer has enough information or research to complete the task of writing an expository essay. On many occasions, the writer will need to seek additional resources to gain sufficient understanding of the subject before beginning to write.

## Expository Essay Teacher Tips



### Step One:

Introduce students to Mode, Audience, Purpose, and Subject. Students should be given the 'Mapping the Prompt' handout. Together, discuss the MAP of the prompt:

What mode should be used to answer the given prompt?

Who will be reading the essays?

Why are the essays being written?

What are the writers expected to accomplish?

After considering MAP, the students should consider the Subject.

Is additional research needed to accurately and effectively proceed?

If so, what types and where can they be found?

In some cases, additional research will be needed to answer the prompt thoroughly.

### Step Two:

Step two focuses on pre-writing and researching (if the teacher determines research is needed). Often, students believe they have enough information to write to the assigned prompt, but the teacher knows the more scaffolded the pre-writing, the more success the student will experience later in the writing process.

**Research:** If the teacher has determined that research is a necessary portion of the pre-writing process, introduce the students to the handout 'Research Needed,' available in Appendix I. Model for the students how to decide what types of research to use. Have students narrow their research type choices to a predetermined number (this chart defaults to four). Then ask students to use the circle handout (Appendix I) to create a list of specific sources under the four research-type quadrants. Teachers may want to bring in sources, take students to the library, create research stations, or otherwise locate a variety of sources to assist students in their research.

**Pre-writing:** Introduce students to an appropriate pre-writing scaffold. These are simply graphics designed to help students hold their thinking while exploring elements of a topic. Teacher discretion is key in the selection of the appropriate scaffold. See Appendix II, Pre-writing and Brainstorming, and Appendix IV, Student Samples. Most of the pre-writing information will be transferred to 'Mapping the Prompt.'

### Step Three:

The first several times working on a thesis, students should be guided through thesis development. There is a brainstorming graphic as well as two suggested graphic organizers to help student develop an appropriate thesis statement. The teacher or the students will need to choose which approach, sweeping or foretelling, to use for the

thesis. After making the choice, students will need to consider subject and its importance. This step requires time and feedback. It is not uncommon to spend an entire class period on a complex prompt. Once students have a thesis, it is time to map the prompt.

#### Step Four:

Now it is time for students to map out their essays. Provide each student with the graphic organizer 'Mapping the Essay.' Students will fill out this form with brief phrases to help them organize their response. Encourage students to use notes from the research that they've completed to help them fill in as many boxes as possible. The graphic organizer suggests that three body paragraphs will need to be addressed, but multi-paragraph essays of any length can be created with the extra body paragraph organizer. It is appropriate to allow students to complete multiple sub-topics. The included organizer allows for one, two, or three sub-topics, but teachers may also provide students with additional handouts if the essay will have more than three body paragraphs.

#### Step Five:

Have students brainstorm as many ideas as they can to include on the Hook and Release handout. This graphic organizer is used to collect as many ideas as possible for students to hook in their readers. Once they have several ideas, they may use a combination of two or more to develop their hook. This form should also be available to use when writing a conclusion paragraph. Make sure that students provide necessary context for the reader as they transition from hook to thesis.

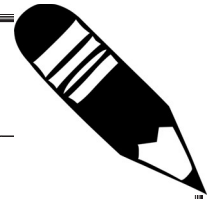
#### Step Six:

Using 'Mapping Body Paragraphs,' students should organize the body of their essays before beginning to write. Once they have determined how many paragraphs they need and have completed the paragraph organizers, students may continue writing their draft. Guide students as they practice elaborating their ideas. Students should practice using several types of elaboration until they are comfortable providing quality elaboration to effectively address the prompt. Teachers should encourage their students to work with peers throughout the drafting process, whenever feedback and multiple points of view are appropriate.

#### Step Seven:

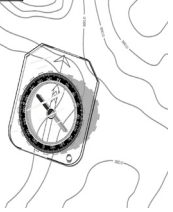
Students will plan their conclusion paragraph. Using the graphic organizer, students should be encouraged to wrap up their essays by reaffirming and redefining their initial thesis—not only by trying to say it another way, but also by adding to or referring to the reader's newly enriched understanding. This is the genesis of the term 'redefining,' rather than merely 'restating.' It is appropriate and desirable for students to use the Hook and Release document to create a more meaningful conclusion. The teacher should model multiple times the technique of circling back to the original hook.





<p><b>M</b><sub>ode</sub></p>	<p>Expository...<i>Explain</i></p> <p>Persuasive...<i>Persuade</i></p> <p>Literary Analysis...<i>Analyze</i></p>	<p>Prompt:</p> <hr/> <hr/> <hr/> <hr/>
<p><b>A</b><sub>udience</sub></p>	<p>Concrete Formal Simple Diction</p> <p>Novice ←</p>	<p>High Stakes</p> <p>Academic Formal Well rehearsed</p> <p>→ Expert</p> <p>Casual</p> <p>Concrete Informal laid-back</p> <p>Academic Informal Relaxed</p>
<p><b>P</b><sub>urpose</sub></p>	<p>Why am I writing this essay?</p>	<p>What is the desired outcome?</p>
<p><b>S</b><sub>ubject</sub></p>	<p>What do you know?</p>	<p>What do you need to know?</p> <p>Research Needed:</p> <ul style="list-style-type: none"> <li>• Personal Interviews</li> <li>• Internet References</li> <li>• Primary Sources</li> <li>• Secondary Sources</li> <li>• Statistics</li> <li>• Scientific Data</li> <li>• Historical Data</li> <li>• Jargon</li> </ul>

# Mapping



Prompt:

Thesis:

Sub-topic:

Sub-topic:

Sub-topic:

Support for sub-topic:

Support for sub-topic:

Support for sub-topic:

# Hook and Release

# Subject:



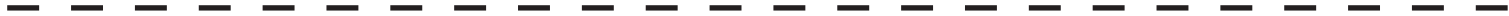
Description	Anecdote
Rhetorical Question(s)	Definition
Simile or Metaphor	Humor
Quote	Important Fact(s) or Statistic(s)

# Thesis Statement Overview

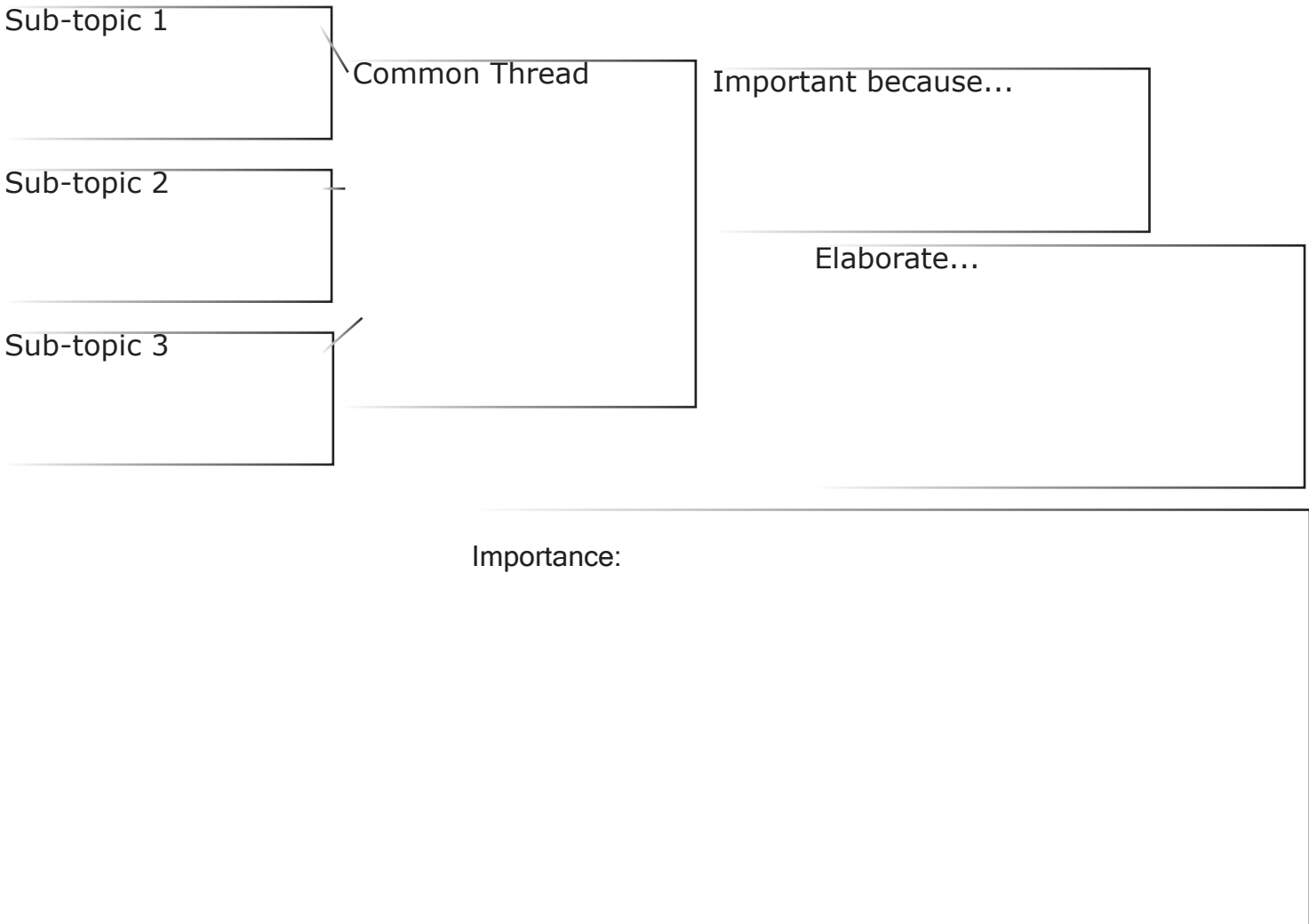
All essays assert a claim. The point of view or main idea of the essay is called its thesis. Typically written in one or two sentences, the thesis statement provides the reader with the most general idea or over arching idea of the entire work. The thesis statement provides the road map for the essay.

Foretelling Thesis Statements: This type of thesis statement identifies the main idea but also tells how the body of the essay will be developed. Used frequently in patterned essays like the five paragraph essay, this type of thesis usually provides the reader with a list of ideas that the writer will discuss in the essay.

Sweeping Thesis Statements: This type of thesis gives a general preview of what is to come in the body paragraphs. It does not specify each topic to be covered; rather this type of thesis exposes the writer's claim broadly. This approach allows for a more sophisticated thesis, one that guides the reader but leaves the specific topics to be uncovered.



## Brainstorming the Thesis



# Thesis Design



Designing a Thesis Statement: A thesis statement provides the road map for your essay.

## Foretelling Thesis

Consider: What are you explaining?

Subject;

Sub-topic 1

Sub-topic 2

Sub-topic 3

Foretelling... (I am writing to explain that:) \_\_\_\_\_

\_\_\_\_\_ (transition) \_\_\_\_\_,

\_\_\_\_\_, and \_\_\_\_\_.

Record your thesis below

Foretelling... \_\_\_\_\_

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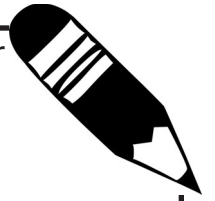
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# Thesis Design



Designing a Thesis Statement: A thesis statement provides the road map for your essay.

Sweeping Thesis

Consider: What are you explaining?

What is your topic?

How will you explain it?

Why is it important?

Record your thesis below

Sweeping... \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Introductory Paragraph--First Draft



Don't forget your hook... You must grab your reader's attention.

You need to build context for the reader. Is there any background knowledge the reader needs before going further?

Do you have a clear thesis statement? You need to create a road map for your reader. Make sure the reader knows what you are claiming!



# Mapping Body Paragraphs



Sub-topic:	Importance:
<b>Elaborate:</b> Examples Anecdote Statistic(s) Description Metaphor Simile Definition Explanation Rationale	<b>Elaborate:</b> Examples Anecdote Statistic(s) Description Metaphor Simile Definition Explanation Rationale

Road Mapping: How is this related to your next idea? Do you need a transition to your next paragraph?



Sub-topic:	Importance:
<b>Elaborate:</b> Examples Anecdote Statistic(s) Description Metaphor Simile Definition Explanation Rationale	<b>Elaborate:</b> Examples Anecdote Statistic(s) Description Metaphor Simile Definition Explanation Rationale

# Mapping Body Paragraphs



Sub-topic:	Importance:
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Road Mapping: How is this related to your next idea? Do you need a transition to your next paragraph?



Sub-topic:	Importance:
<b>Elaborate:</b> Examples Anecdote Statistic(s) Description Metaphor Simile Definition Explanation Rationale	<b>Elaborate:</b> Examples Anecdote Statistic(s) Description Metaphor Simile Definition Explanation Rationale



## Body Paragraph Two--First Draft



Don't forget your  
topic sentence!  
What's your 2nd sub-  
topic?

You need to elaborate.  
Have you explained your  
sub-topic thoroughly?  
Make sure to elaborate  
using more than one  
type of  
elaboration. Create  
layers of elaboration.

Do you need to transition your  
reader to the next paragraph?



Body Paragraph \_\_\_\_\_ First Draft



A series of 20 horizontal lines for writing, starting from the line the pencil is pointing to and extending down to the bottom of the page.

Don't forget your topic sentence!  
What's your next sub-topic?

You need to elaborate.  
Have you explained your sub-topic thoroughly?  
Make sure to elaborate using more than one type of elaboration. Create layers of elaboration.

Do you need to transition your reader to the next paragraph?

# Conclusion Paragraph

Redefine Thesis Statement: \_\_\_\_\_

Release (Use Hook and Release Document): \_\_\_\_\_

Final Thoughts or Learning: \_\_\_\_\_

Conclusion: \_\_\_\_\_

## Conclusion Paragraph--First Draft



*Have you refined your thesis?*

*Go back to your Hook and Release document. Can you circle back to your introductory paragraph?*

*Do you have any final thoughts for your reader?*



## Introduction to the Persuasive Essay

**Mode:** What mode of writing will best help the writer to answer the prompt?

Writing a persuasive essay is much the same as writing any essay. The writer must first understand the prompt. A persuasive response asks the writer to respond persuasively—constructing an argument with sound reasoning and solid evidence.

*After the writer has identified the appropriate mode, the next step is to define the audience, purpose, and subject.*

**Audience:** Who will be reading this essay?

In some instances, the teacher should be considered the reader; in others, the assignment will instruct the student to write to a specific audience. On occasion, the author will determine the audience. No matter the instance, the student must consider whether or not the reader is familiar with the topic or whether audience opinion about the topic will influence the way the essay will be read. The writer should consider both audience and purpose in order to construct a tone or point of view that elicits the appropriate response from the reader, while considering how to craft the essay using audience-appropriate explanations, examples, and supporting details to create the desired impact.

**Purpose:** Why is the essay being written?

The writer will need to understand the purpose behind writing the persuasive essay. While a persuasive essay can be used to assess students for writing ability, the persuasive essay can also be used to assess understanding of a subject. The student writer must be trained to ask, “Why am I writing this essay?” and “What am I expected to accomplish?”

**Subject:** Do I have enough information to write this essay?

The reader should understand the subject that he is being asked to write about. It is important that the writer has enough information or research to complete the task of writing a persuasive essay. It is often not enough to know your subject; the writer must know the arguments made by both supporting and opposing points of view. On many occasions, the writer will need to seek additional resources to gain sufficient understanding of the subject before beginning to write.

## Persuasive Essay Teacher Tips



### Step One:

Introduce students to Mode, Audience, Purpose, and Subject. Students should be given the 'Mapping the Prompt' handout. Together, discuss the MAP of the prompt:

What mode should be used to answer the given prompt?

Who will be reading the essays?

Why are the essays being written?

What are the writers expected to accomplish?

After considering MAP, the students should consider the Subject.

Is additional research needed to accurately and effectively proceed?

If so, what types and where can they be found?

In some cases, additional research will be needed to answer the prompt thoroughly.

### Step Two:

Step two focuses on pre-writing and researching (if the teacher determines research is needed). Often, students believe they have enough information to write to the assigned prompt, but the teacher knows the more scaffolded the pre-writing, the more success the student will experience later in the writing process.

**Research:** If the teacher has determined that research is a necessary portion of the pre-writing process, introduce the students to the handout 'Research Needed,' available in Appendix I. Model for the students how to decide what types of research to use. Have students narrow their research type choices to a predetermined number (this chart defaults to four). Then ask students to use the circle handout (Appendix I) to create a list of specific sources under the four research-type quadrants. Teachers may want to bring in sources, take students to the library, create research stations, or otherwise locate a variety of sources to assist students in their research.

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### Step Three:

The first several times working on a thesis, students should be guided through thesis development. There is a brainstorming graphic as well as two suggested graphic organizers to help student develop an appropriate thesis statement. The teacher or the students will need to choose which approach, sweeping or foretelling, to use for the thesis. After mak-

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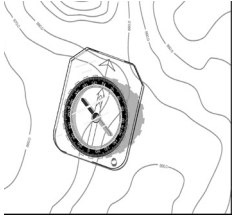
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Students will plan their conclusion paragraph. Using the graphic organizer, students should be encouraged to wrap up their essays by reaffirming and redefining their initial thesis—not only by trying to say it another way, but also by adding to or referring to the reader's newly enriched understanding. This is the genesis of the term 'redefining,' rather than merely 'restating.' It is appropriate and desirable for students to use the Hook and Release document to create a more meaningful conclusion. The teacher should model multiple times the technique of circling back to the original hook.



<p><b>M</b><sub>ode</sub></p>	<p>Expository...<i>Explain</i></p> <p>Persuasive...<i>Persuade</i></p> <p>Literary Analysis...<i>Analyze</i></p>	<p>Prompt:</p> <hr/> <hr/> <hr/> <hr/>
<p><b>A</b><sub>udience</sub></p>	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> <p>Concrete Formal Simple Diction</p> <p>Novice ←</p> <p>Concrete Informal laid-back</p> </div> <div style="text-align: center;"> <p>High Stakes</p> <p>↑</p> <p>Academic Formal Well rehearsed</p> <p>→ Expert</p> <p>↓</p> <p>Casual</p> </div> <div style="text-align: center;"> <p>Academic Formal Well rehearsed</p> <p>Academic Informal Relaxed</p> </div> </div>	
<p><b>P</b><sub>urpose</sub></p>	<p>Why am I writing this essay?</p>	<p>What is the desired outcome?</p>
<p><b>S</b><sub>ubject</sub></p>	<p>What do I know?:</p>	<p>What research is needed?</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Personal Knowledge</li> <li>• Internet References</li> <li>• Primary Sources</li> <li>• Secondary Sources</li> <li>• Statistics</li> <li>• Scientific Data</li> <li>• Historical Data</li> <li>• Jargon</li> </ul>

# Mapping



Prompt:

Thesis:

Claim:

Support claim, make an appeal, or refute:

Claim:

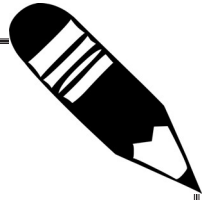
Support claim, make an appeal, or refute:

Claim:

Support claim, make an appeal, or refute:

# Hook and Release

Subject:



Description	Anecdote
Rhetorical Question (s)	Definition
Simile or Metaphor	Humor
Quote	Startling Fact(s) or Statistic(s)

# Thesis Statement Overview

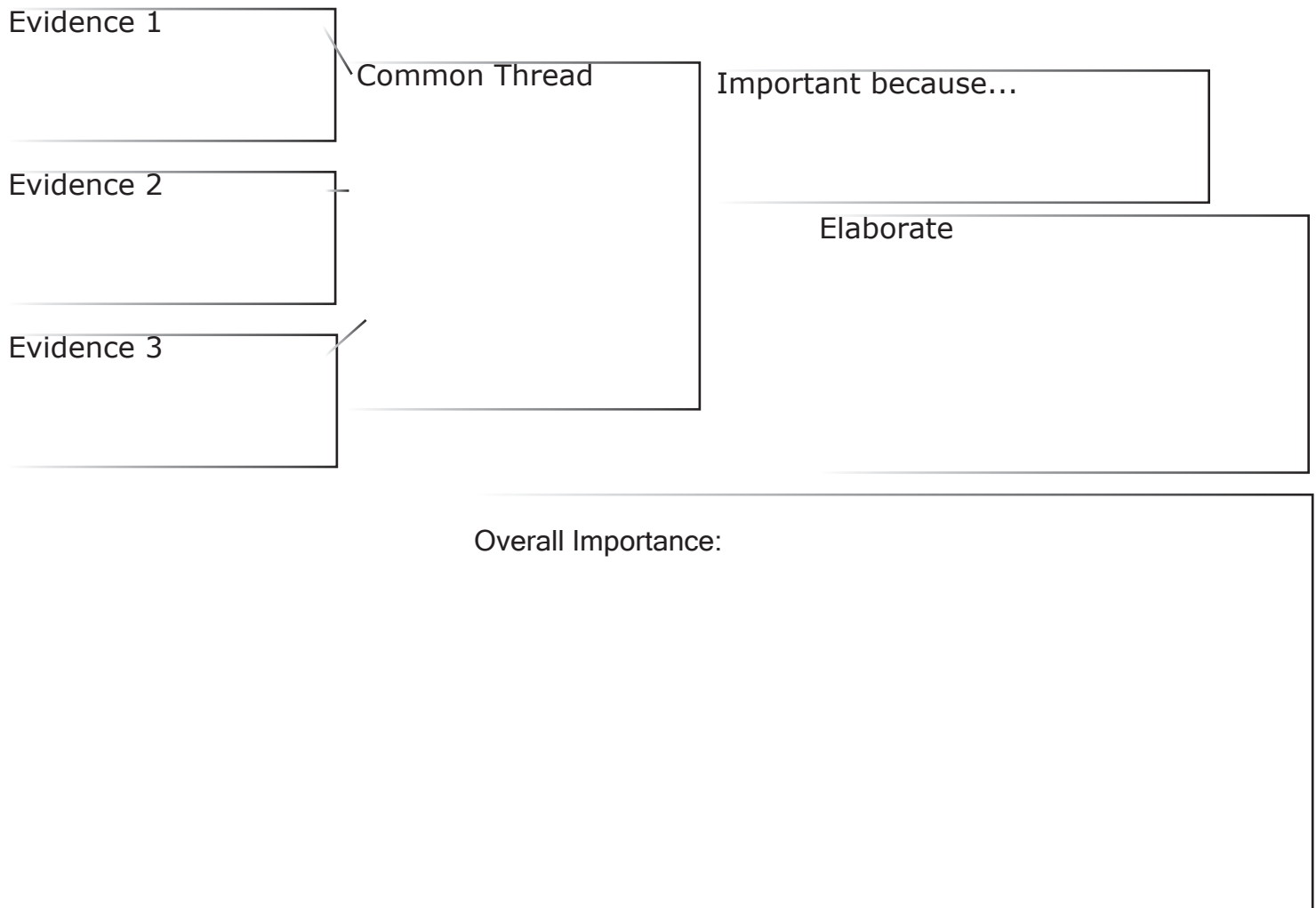
All essays assert a claim. The point of view or main idea of the essay is called its thesis. Typically written in one or two sentences, the thesis statement provides the reader with the most general idea or over arching idea of the entire work. The thesis statement provides the road map for the essay.

**Foretelling Thesis Statements:** This type of thesis statement identifies the main idea but also tells how the body of the essay will be developed. Used frequently in patterned essays like the five paragraph essay, this type of thesis usually provides the reader with a list of ideas that the writer will discuss in the essay.

**Sweeping Thesis Statements:** This type of thesis gives a general preview of what is to come in the body paragraphs. It does not specify each topic to be covered; rather this type of thesis exposes the writer's claim broadly. This approach allows for a more sophisticated thesis, one that guides the reader but leaves the specific topics to be uncovered.

---

## Brainstorming the Claim



# Thesis Design

Designing a Thesis Statement: A thesis statement provides the road map for your essay.



## Foretelling Thesis

Consider: What is your position? What are you going to argue?

Position, claim, or stance:

Reason 1

Reason 2

Reason 3

Foretelling... (I am writing to persuade you that:)

\_\_\_\_\_

\_\_\_\_\_ (transition) \_\_\_\_\_,

\_\_\_\_\_, and \_\_\_\_\_.

Record your thesis below

Foretelling... \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Thesis Design

Designing a Thesis Statement: A thesis statement provides the road map for your essay.



Sweeping Thesis

Consider: What is your position? What are you going to argue?

What is your position, claim, or stance?

How will you persuade your reader?

Why is your stance important?

Record your thesis below

Sweeping... \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





# Mapping Body Paragraphs



Claim:	Importance:
Elaborate: Examples Anecdote Statistic(s) Description Metaphor Simile Definition Appeal Rationale Refute	Elaborate: Examples Anecdote Statistic(s) Description Metaphor Simile Definition Appeal Rationale Refute

Road Mapping: How is this related to your next idea? Do you need a transition to your next paragraph?



Claim:	Importance:
Elaborate: Examples Anecdote Statistic(s) Description Metaphor Simile Definition Appeal Rationale Refute	Elaborate: Examples Anecdote Statistic(s) Description Metaphor Simile Definition Appeal Rationale Refute

# Mapping Body Paragraphs



Claim:	Importance:
<b>Elaborate:</b> Examples Anecdote Statistic(s) Description Metaphor Simile Definition Appeal Rationale Refute	<b>Elaborate:</b> Examples Anecdote Statistic(s) Description Metaphor Simile Definition Appeal Rationale Refute

Road Mapping: How is this related to your next idea? Do you need a transition to your next paragraph?



Claim:	Importance:
<b>Elaborate:</b> Examples Anecdote Statistic(s) Description Metaphor Simile Definition Appeal Rationale Refute	<b>Elaborate:</b> Examples Anecdote Statistic(s) Description Metaphor Simile Definition Appeal Rationale Refute





## Body Paragraph Three--First Draft



Don't forget your  
topic sentence!  
What's your next  
important claim?

You need to elaborate.  
Have you convinced  
your reader? Make sure  
to elaborate using more  
than one type of  
elaboration. You may  
want to refute a coun-  
terargument.

Do you need to transition your  
reader to the next paragraph?



Body Paragraph \_\_\_\_\_ First Draft

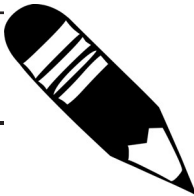


Don't forget your  
topic sentence!  
What's your next  
important claim?

You need to elaborate.  
Have you convinced  
your reader? Make sure  
to elaborate using more  
than one type of  
elaboration. You may  
want to refute a coun-  
terargument.

Do you need to transition your  
reader to the next paragraph?

# Conclusion Paragraph



Redefine Thesis Statement: \_\_\_\_\_

Release (Use Hook and Release Document): \_\_\_\_\_

Final Thoughts and Call to Action: \_\_\_\_\_

Conclusion: \_\_\_\_\_



## Introduction to the Literary Analysis Essay

**Mode:** What mode of writing will best help the writer to answer the prompt?

Writing a literary analysis is much the same as writing any essay. The writer must first understand the prompt. An analytic prompt asks the writer to respond to a literary passage, whether fiction or non-fiction, in a critical way —constructing an argument with sound reasoning and solid evidence.

*After the writer has identified the appropriate mode, the next step is to define the audience, purpose, and subject.*

**Audience:** Who will be reading this essay?

In some instances, the teacher should be considered the reader; in others, the assignment will instruct the student to write to a specific audience. On occasion, the author will determine the audience. No matter the instance, the student must consider whether or not the reader is familiar with the topic or whether audience opinion about the topic will influence the way the essay will be read. The writer should consider both audience and purpose in order to construct a tone or point of view that elicits the appropriate response from the reader, while considering how to craft the essay using audience-appropriate explanations, examples, and supporting details to create the desired impact.

**Purpose:** Why is the essay being written?

The writer will need to understand the purpose behind writing the literary analysis essay. While a literary analysis may be used to assess students for writing ability, the analytic essay can also be used to assess understanding of a given reading. The student writer must be trained to ask, “Why am I writing this essay?” and “What am I expected to accomplish?”

**Subject:** Do I have enough information to write this essay?

The reader should understand the subject that he is being asked to write about. It is important that the writer has enough information or research to complete the task of writing an analytic essay. It is often not enough to have a reader response to the passage; the writer must know the critical arguments made by both supporting and opposing points of view.

## Literary Analysis Essay Teacher Tips



### Step One:

Introduce students to Mode, Audience, Purpose, and Subject. Students should be given the 'Mapping the Prompt' handout. Together, discuss the MAP of the prompt:

What mode should be used to answer the given prompt?

Who will be reading the essays?

Why are the essays being written?

What are the writers expected to accomplish?

After considering MAP, the students should consider the Subject.

Is additional research needed to accurately and effectively proceed?

If so, what types and where can the be found?

In some cases, additional research will be needed to answer the prompt thoroughly.

### Step Two:

Step two focuses on pre-writing and researching (if the teacher determines research is needed). Often, students believe they have enough information to write to the assigned prompt, but the teacher knows the more scaffolded the pre-writing, the more success the student will experience later in the writing process.

**Research:** If the teacher has determined that research is a necessary portion of the pre-writing process, introduce the students to the handout 'Research Needed,' available in Appendix I. Model for the students how to decide what types of research to use. Have students narrow their research type choices to a predetermined number (this chart defaults to four). Then ask students to use the circle handout (Appendix I) to create a list of specific sources under the four research-type quadrants. Teachers may want to bring in sources, take students to the library, create research stations, or otherwise locate a variety of sources to assist students in their research.

**Pre-writing:** Introduce students to an appropriate pre-writing scaffold. These are simply graphics designed to help students hold their thinking while exploring elements of a topic. Teacher discretion is key in the selection of the appropriate scaffold. See Appendix II, Pre-writing and Brainstorming, and Appendix IV, Student Samples. Most of the pre-writing information will be transferred to 'Mapping the Prompt.'

### Step Three:

The first several times working on a thesis, students should be guided through thesis development. There is a brainstorming graphic as well as two suggested graphic organizers to help student develop an appropriate thesis statement. The teacher or the students will

need to choose which approach, sweeping or foretelling, to use for the thesis. After making the choice, students will need to consider subject and its importance. This step requires time and feedback. It is not uncommon to spend an entire class period on a complex prompt. Once students have a thesis, it is time to map the prompt.

#### Step Four:

Now it is time for students to map out their essays. Provide each student with the graphic organizer ‘Mapping the Essay.’ Students will fill out this form with brief phrases to help them organize their response. Encourage students to use notes from the research that they’ve completed to help them fill in as many boxes as possible. The graphic organizer suggests that three body paragraphs will need to be addressed, but multi-paragraph essays of any length can be created with the extra body paragraph organizer. It is appropriate to allow students to complete multiple sub-topics. The included organizer allows for one, two, or three sub-topics, but teachers may also provide students with additional handouts if the essay will have more than three body paragraphs.

#### Step Five:

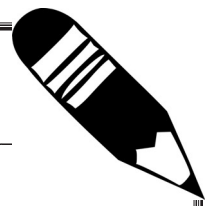
Have students brainstorm as many ideas as they can to include on the Hook and Release handout. This graphic organizer is used to collect as many ideas as possible for students to hook in their readers. Once they have several ideas, they may use a combination of two or more to develop their hook. This form should also be available to use when writing a conclusion paragraph. Make sure that students provide necessary context for the reader as they transition from hook to thesis.

#### Step Six:

Using ‘Mapping Body Paragraphs,’ students should organize the body of their essays before beginning to write. Once they have determined how many paragraphs they need and have completed the paragraph organizers, students may continue writing their draft. Guide students as they practice elaborating their ideas. Students should practice using several types of elaboration until they are comfortable providing quality elaboration to effectively address the prompt. Teachers should encourage their students to work with peers throughout the drafting process, whenever feedback and multiple points of view are appropriate.

#### Step Seven:

Students will plan their conclusion paragraph. Using the graphic organizer, students should be encouraged to wrap up their essays by reaffirming and redefining their initial thesis—not only by trying to say it another way, but also by adding to or referring to the reader’s newly enriched understanding. This is the genesis of the term ‘redefining,’ rather than merely ‘restating.’ It is appropriate and desirable for students to use the Hook and Release document to create a more meaningful conclusion. The teacher should model multiple times the technique of circling back to the original hook.



<p><b>M</b><sub>ode</sub></p>	<p>Expository...<i>Explain</i></p> <p>Persuasive...<i>Persuade</i></p> <p>Literary Analysis...<i>Analyze</i></p>	<p>Prompt:</p> <hr/> <hr/> <hr/> <hr/>
<p><b>A</b><sub>udience</sub></p>	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> <p>Concrete Formal Simple Diction</p> <p>Novice ←</p> <p>Concrete Informal laid-back</p> </div> <div style="text-align: center;"> <p>High Stakes</p> <p>↑</p> <p>↓</p> <p>Casual</p> </div> <div style="text-align: center;"> <p>Academic Formal Well rehearsed</p> <p>→ Expert</p> <p>Academic Informal Relaxed</p> </div> </div>	
<p><b>P</b><sub>urpose</sub></p>	<p>Why am I writing this essay?</p>	<p>What am I expected to accomplish?</p>
<p><b>S</b><sub>ubject</sub></p>	<p>Research Completed:</p>	<p>Research Needed:</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Personal Response</li> <li>• Internet References</li> <li>• Literary Criticism</li> <li>• Authors works</li> <li>• Works about the author</li> <li>• Historical Context</li> </ul>

# Pre-Analysis



Setting (How):

Conflict (How)

Events / Complications (How)

Characterization (How)

Mood (How)

Tone (How)

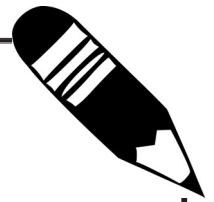
Imagery (How)

Theme (What or Why):



# Hook and Release

Subject:



Description	Anecdote
Rhetorical Question(s)	Definition
Simile or Metaphor	Humor
Quote	Startling Fact(s) or Statistic(s)

# Mapping Essay



Thesis: Observation (What is happening in the story?) or assertion (What is the central concept of importance?)  
How the author showing it? (Literary tools)  
Why is he showing it? (What is the theme?)

Thesis support statement 1:

Thesis support statement 2:

Thesis support statement 3:

Support from text:

Support from text:

Support from text:

# Thesis Statement Overview

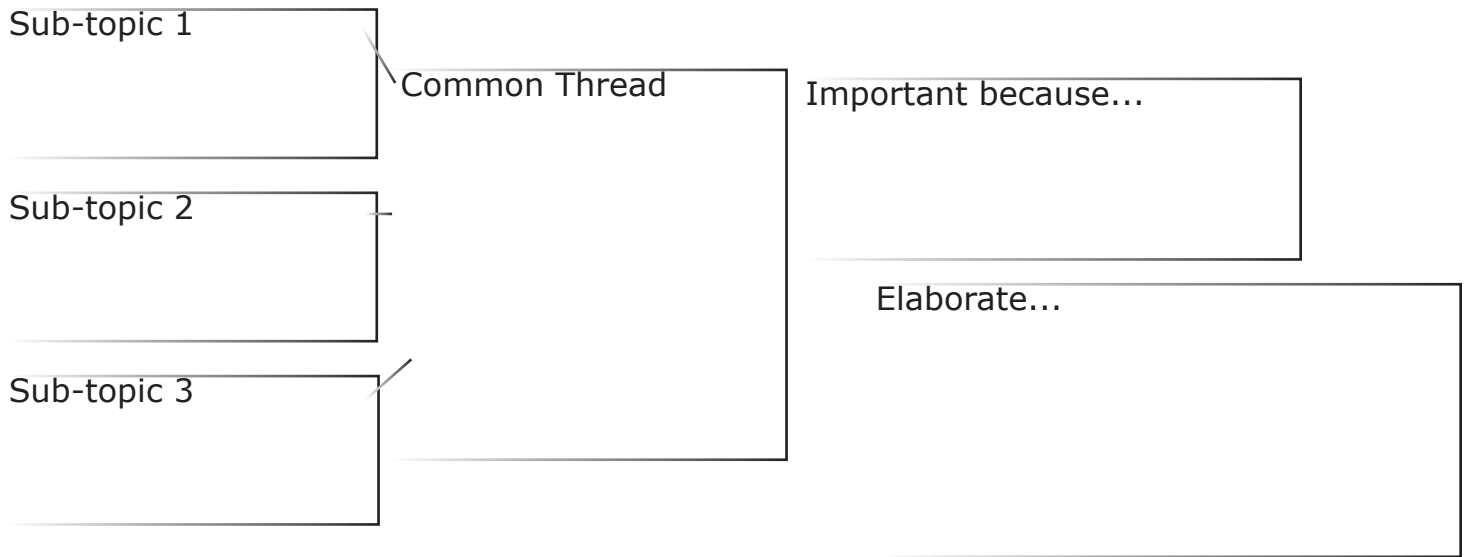
All essays assert a claim. The point of view or main idea of the essay is called its thesis. Typically written in one or two sentences, the thesis statement provides the reader with the most general idea or over arching idea of the entire work. The thesis statement provides the road map for the essay.

**Foretelling Thesis Statements:** This type of thesis statement identifies the main idea but also tells how the body of the essay will be developed. Used frequently in patterned essays like the five paragraph essay, this type of thesis usually provides the reader with a list of ideas that the writer will discuss in the essay.

**Sweeping Thesis Statements:** This type of thesis gives a general preview of what is to come in the body paragraphs. It does not specify each topic to be covered; rather this type of thesis exposes the writer's claim broadly. This approach allows for a more sophisticated thesis, one that guides the reader but leaves the specific topics to be uncovered.

---

## Brainstorming the Thesis



Overall Importance of Sub-Topics:

# Thesis Design



Designing a Thesis Statement: A thesis statement provides the road map for your essay.

## Foretelling Thesis

Consider: What is your position? What are you going to argue?

Assertion, claim, or stance:

How 1

How 2

How 3

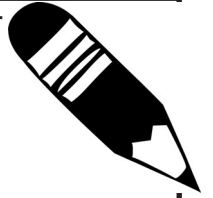
Foretelling... (I am writing to convince you that:) \_\_\_\_\_  
\_\_\_\_\_  
(transition) \_\_\_\_\_,  
\_\_\_\_\_, and \_\_\_\_\_.

Record your thesis below

Foretelling... \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Thesis Design

Designing a Thesis Statement: A thesis statement provides the road map for your essay.



## Sweeping Thesis

Consider: What is your position? What are you going to argue?

What is happening in the story?

How is the author showing it?

Why is it important or what is learned. (What is the theme?)

Record your thesis below

Sweeping... \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Introductory Paragraph

HOOK:



A large rectangular box containing 18 horizontal lines for writing the hook of the introductory paragraph.

Thesis Statement

(Foretelling Thesis)

A rectangular box containing three horizontal lines for writing a foretelling thesis statement.

or

Thesis Statement

(Sweeping Thesis)

A rectangular box containing three horizontal lines for writing a sweeping thesis statement.



# Mapping Body Paragraphs



Statement of support:		Lead in:
Cite passage:	Cite passage:	Cite passage:
Impact of passage? How does the passage uphold thesis?	Impact of passage? How does the passage uphold thesis?	Impact of passage? How does the passage uphold thesis?

Road Mapping: How is this related to your next idea? Do you need a transition to your next paragraph?



Statement of support:		Lead in:
Cite passage:	Cite passage:	Cite passage:
Impact of passage? How does the passage uphold thesis?	Impact of passage? How does the passage uphold thesis?	Impact of passage? How does the passage uphold thesis?



# Mapping Body Paragraphs



Statement of support:		Lead in:
Cite passage:	Cite passage:	Cite passage:
Impact of passage? How does the passage uphold thesis?	Impact of passage? How does the passage uphold thesis?	Impact of passage? How does the passage uphold thesis?

Road Mapping: How is this related to your next idea? Do you need a transition to your next paragraph?



Statement of support:		Lead in:
Cite passage:	Cite passage:	Cite passage:
Impact of passage? How does the passage uphold thesis?	Impact of passage? How does the passage uphold thesis?	Impact of passage? How does the passage uphold thesis?

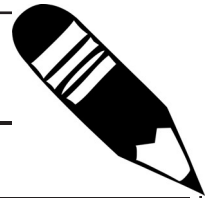








# Conclusion Paragraph



Redefine Observation or Assertion: \_\_\_\_\_

Final Thoughts or Learning: \_\_\_\_\_

Conclusion: \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

## Conclusion Paragraph--First Draft



*Have you refined your thesis?*

*Go back to your Hook and Release document. Can you circle back to your introductory paragraph?*

*Do you have any final thoughts for your reader?*

# Appendix I

## Research Scaffolds



# Research Needed--Literary Analysis



Prompt:

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Think about what you already know about your topic. What additional information do you need to best inform your readers?

Data Needed:

A large circle is divided into four quadrants by a vertical arrow pointing up and down, and a horizontal arrow pointing left and right. Each of the four quadrants contains four horizontal lines for writing.

What kind of research will help you prepare to write your essay?

Examples:

- Personal Response
- Internet References
- Literary Criticism
- Authors works
- Works about the author
- Historical Context

# Research Needed--Expository or Persuasive

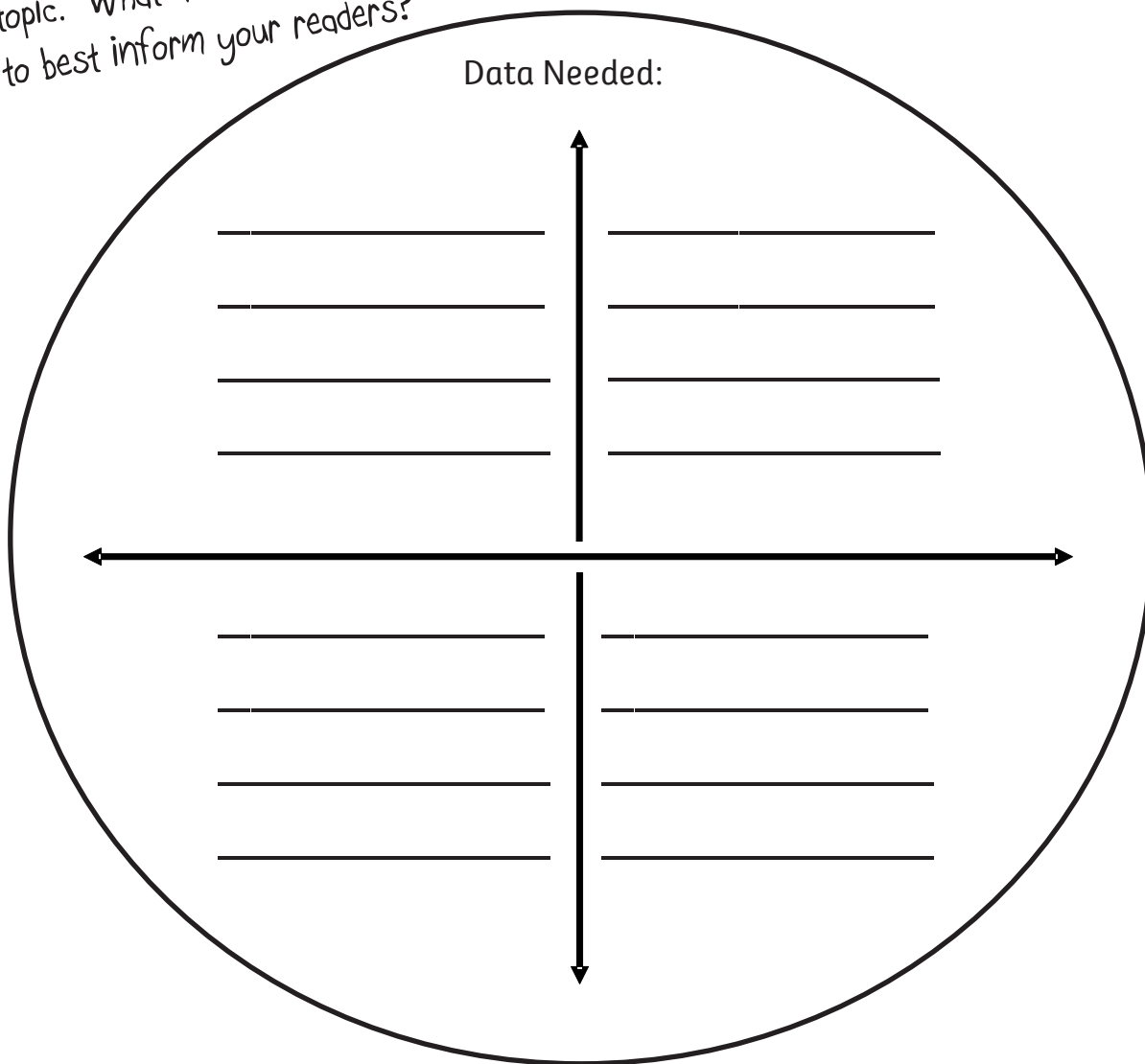
Prompt:

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Think about what you already know about your topic. What additional information do you need to best inform your readers?



What kind of research will help you prepare to write your essay?

Examples:

- Personal Knowledge
- Internet References
- Primary Sources
- Secondary Sources
- Statistics
- Scientific Data
- Historical Data
- Jargon

## Appendix II

### pre-Writing and Brainstorming

# Pre-Analysis--Literary Analysis



Setting (How):

Conflict (How)

Events / Complications (How)

Characterization (How)

Mood (How)

Tone (How)

Imagery (How)

Theme (What or Why):

# Hook and Release

# Subject:

Description	Anecdote
Rhetorical Question (s)	Definition
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Quote	Startling Fact(s) or Statistic(s)