

Step 1→ HOMEWORK	NONE.	
Step 2→	<u>Persuasive Essay Review</u>	A Day: 3/20/17 B Day: 3/21/17
Step 3→ Start the Welcome Work	<u>NO JOURNAL!</u> Write down two things you did over the spring break.	

Song of the day:

Who's Here?

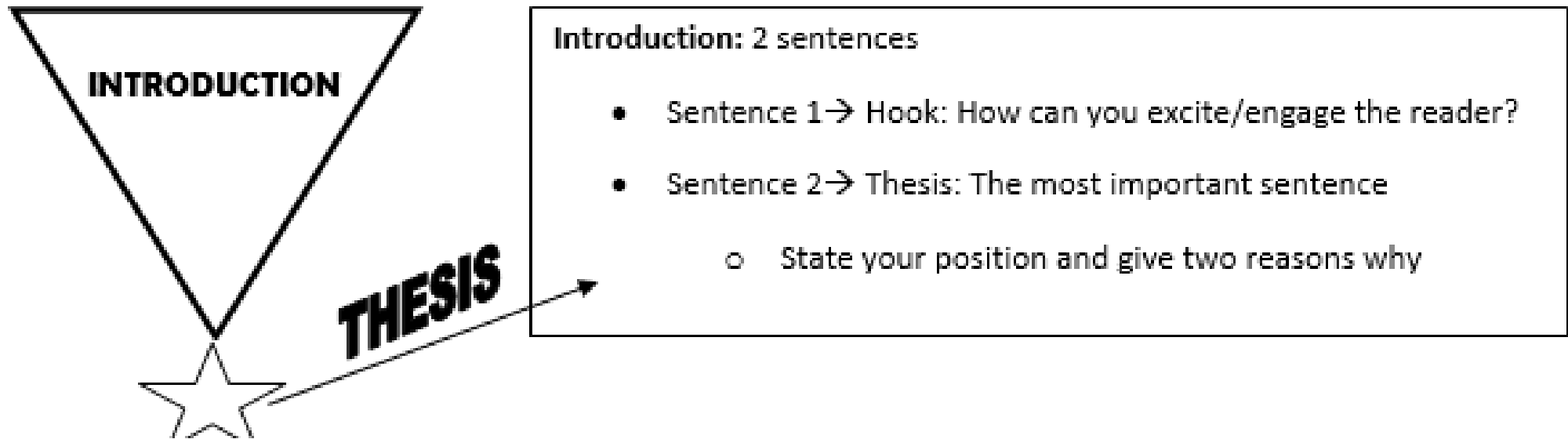
- Front row → Push your desks back. We will stand shoulder to shoulder.
- If you agree with the statement, take a step forward.
- You are NOT to speak. This is a **silent** activity.

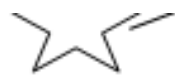
Purple Hibiscus Essays

- I can't give them back yet. Other classes haven't done them yet.
- ...but they were good!

Persuasive Essay: Review

EOC Test: Essay Writing





**Body
Paragraph
#1**

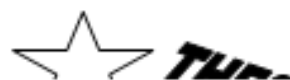
Body Paragraph #1: 4-5 sentences → PEEL

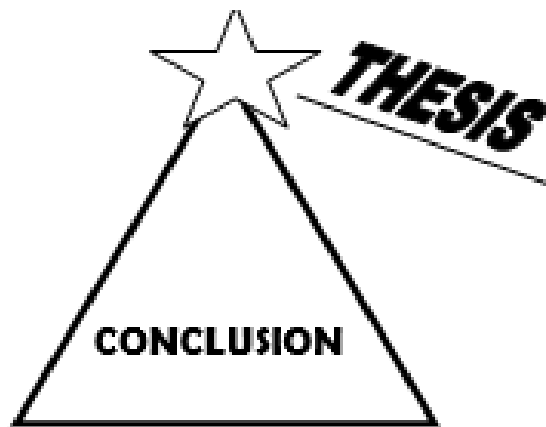
- Sentence 1 → **POINT:** Topic sentence → State main idea
- Sentence 2 → **EXAMPLE**
 - Literary, historical, OR political example
(NO hypotheticals!)
- Sentence 3-4 → **EXPLAIN**
- Sentence 5 → **LINK** → Connect idea to your thesis.

**Body
Paragraph
#2**

Body Paragraph #2: 4-5 sentences → PEEL

- Sentence 1 → TRANSITION and **POINT:** Topic sentence → Link idea from BP 1 and flow into main idea of BP 2
- Sentence 2 → **EXAMPLE**
 - Literary, historical, OR political example
(NO hypotheticals!)
- Sentence 3-4 → **EXPLAIN**
- Sentence 5 → **LINK** → Connect idea to your thesis.





- SENTENCE 2 / LINK / CONTRIBUTED TO YOUR THESIS.

Conclusion: 2 sentences

- Sentence 1 → Re-stated Thesis
 - Use different word choice than your thesis
- Sentence 2 → So what? Sentence
 - What should we care? How does this affect the world? Connect ideas in essay to the big picture.

REMEMBER:

- Pick ONE side—don't argue for both
 - **Include a counter-argument.** Recognize the other side and CRUSH IT!
 - Don't use words like "I think" or "you"
 - Use SPECIFIC examples in your body paragraphs
 - Indent to start a new paragraph
-

Other helpful hints:

- Use your vocabulary words!
- Don't get distracted by the garbage on the prompt.

First: Ignore the top and read the prompt!

The diagram shows a sample prompt for an English II Persuasive Prompt. The prompt is enclosed in a red border. To the left of the prompt is a grey box containing the text "Click to add text". To the right of the prompt is another grey box. Two green arrows point towards the prompt from these boxes. The prompt itself contains the following text:

English II
Persuasive Prompt

Read the following quotation.

The more that you read, the more things you will know.
The more that you learn, the more places you'll go.
—from *I Can Read With My Eyes Shut!*
by Dr. Seuss

Think carefully about the following statement.

According to Dr. Seuss, knowledge leads to new opportunities.

Write an essay stating your position on whether learning always has a positive effect on a person's life.

Be sure to —

- state your position clearly
- use appropriate organization
- provide specific support for your argument
- choose your words carefully
- edit your writing for grammar, mechanics, and spelling

Consider a **specific purpose/audience** to make the prompt more specific!

Can you see the difference between the 4 and the 3?

Score Point 4 (90-100)	Score Point 3 (71-89)
The organizing structure of the essay is clearly appropriate to the purpose and responsive to the specific demands of the prompt. The essay is skillfully crafted because the writer uses organizational strategies that are particularly well suited to the persuasive task.	The organizing structure of the essay is, for the most part, appropriate to the purpose and responsive to the specific demands of the prompt. The essay is clear because the writer uses organizational strategies that are adequately suited to the persuasive task.
The writer establishes a clear position. All ideas are strongly related to the position and are focused on the issue specified in the prompt. By sustaining this focus, the writer is able to create an essay that is unified and coherent.	The writer establishes a clear position. Most ideas are related to the position and are focused on the issue specified in the prompt. The essay is coherent, though it may not always be unified due to minor lapses in focus.
The writer's progression of ideas is logical and well controlled. Meaningful transitions and strong sentence-to-sentence connections enhance the flow of the essay by clearly showing the relationships among ideas, making the writer's train of thought easy to follow.	The writer's progression of ideas is generally logical and controlled. For the most part, transitions are meaningful, and sentence-to-sentence connections are sufficient to support the flow of the essay and show the relationships among ideas.
The development of ideas is highly effective. The argument is forceful and convincing because the reasons and evidence the writer uses to support the position are specific and well chosen.	The development of ideas is sufficient. The argument is largely convincing because the reasons and evidence the writer uses to support the position are specific and appropriate.
The essay is thoughtful and engaging. The writer may choose to recognize the complexities of the issue, consider opposing or alternate points of view, use his/her unique experiences or view of the world as a basis for writing, or connect ideas in interesting ways. The writer develops the essay in a manner that demonstrates a thorough understanding of the persuasive writing task.	The essay reflects some thoughtfulness. The writer's response to the prompt is original rather than formulaic. The writer develops the essay in a manner that demonstrates a good understanding of the persuasive writing task.

<p>The writer's word choice is purposeful and precise. It reflects a keen awareness of the persuasive purpose and maintains a tone appropriate to the task. Word choice strongly contributes to the quality and clarity of the essay.</p>	<p>The writer's word choice is, for the most part, clear and specific. It reflects an awareness of the persuasive purpose and establishes a tone appropriate to the task. Word choice usually contributes to the quality and clarity of the essay.</p>
<p>Sentences are purposeful, varied, and well controlled, enhancing the effectiveness of the essay.</p>	<p>Sentences are reasonably varied and adequately controlled, contributing for the most part to the effectiveness of the essay.</p>
<p>The writer demonstrates a consistent command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Although minor errors may be evident, they do not detract from the fluency of the writing or the clarity of the essay.</p>	<p>The writer demonstrates an adequate command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Although some errors may be evident, they create few (if any) disruptions in the fluency of the writing, and they do not affect the clarity of the essay.</p>

Group Essay → GOOGLE DOC

HOMEWORK: A Day

- Due Wednesday, 3/22
 - Be ready for persuasive essay!
 - Go to the Google Classroom to look at released “4’s” and comment on them!
 - Read Chapter 1 of *All Quiet on the Western Front*

HOMEWORK: B Day

- Due Thursday, 2/23
 - Be ready for persuasive essay!
 - Go to the Google Classroom to look at released “4’s” and comment on them!
 - Read Chapter 1 of *All Quiet on the Western Front*