NoRedInk Guided Draft Pre–Writing Materials

Persuasive Essay

Argumentative Essay

Literary Analysis Essay

Expository/Informational Essay

Narrative Essay

Persuasive Essay

Name _____   **Date** _____

1. Write down the topic or prompt in your own words.

> **Topic/Prompt**
>
>

2. Write down two different possible opinions about the topic or prompt. Then, write as many **reasons** or **examples** as you can for each opinion.

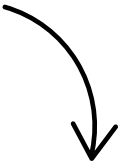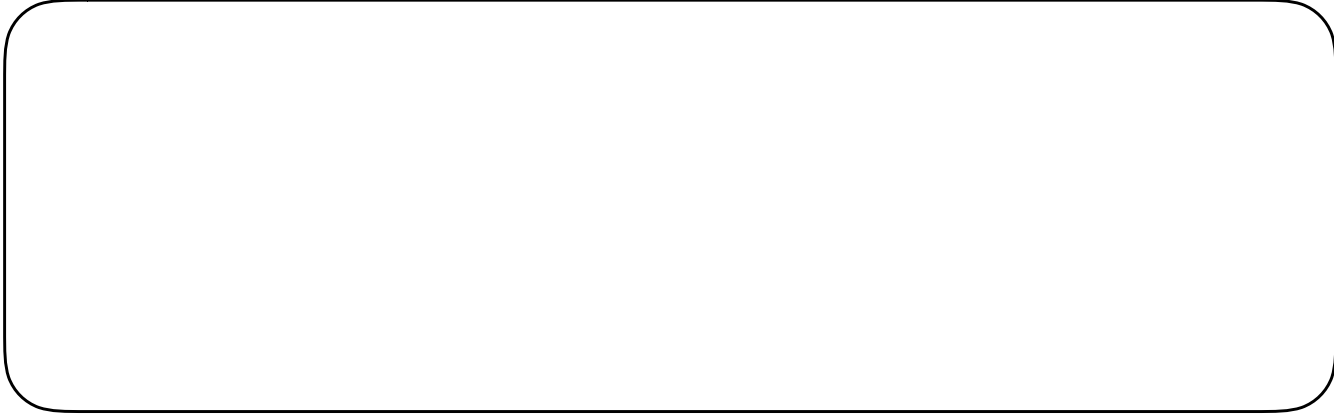| Opinion 1	Opinion 2
_____	_____
Reasons/Examples	**Reasons/Examples**
•	•
•	•
•	•
•	•
•	•
•	•
•	•

3. Decide which opinion you could argue most convincingly. Now, sum that idea up in a single, clear sentence. This is your **thesis statement**.
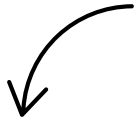
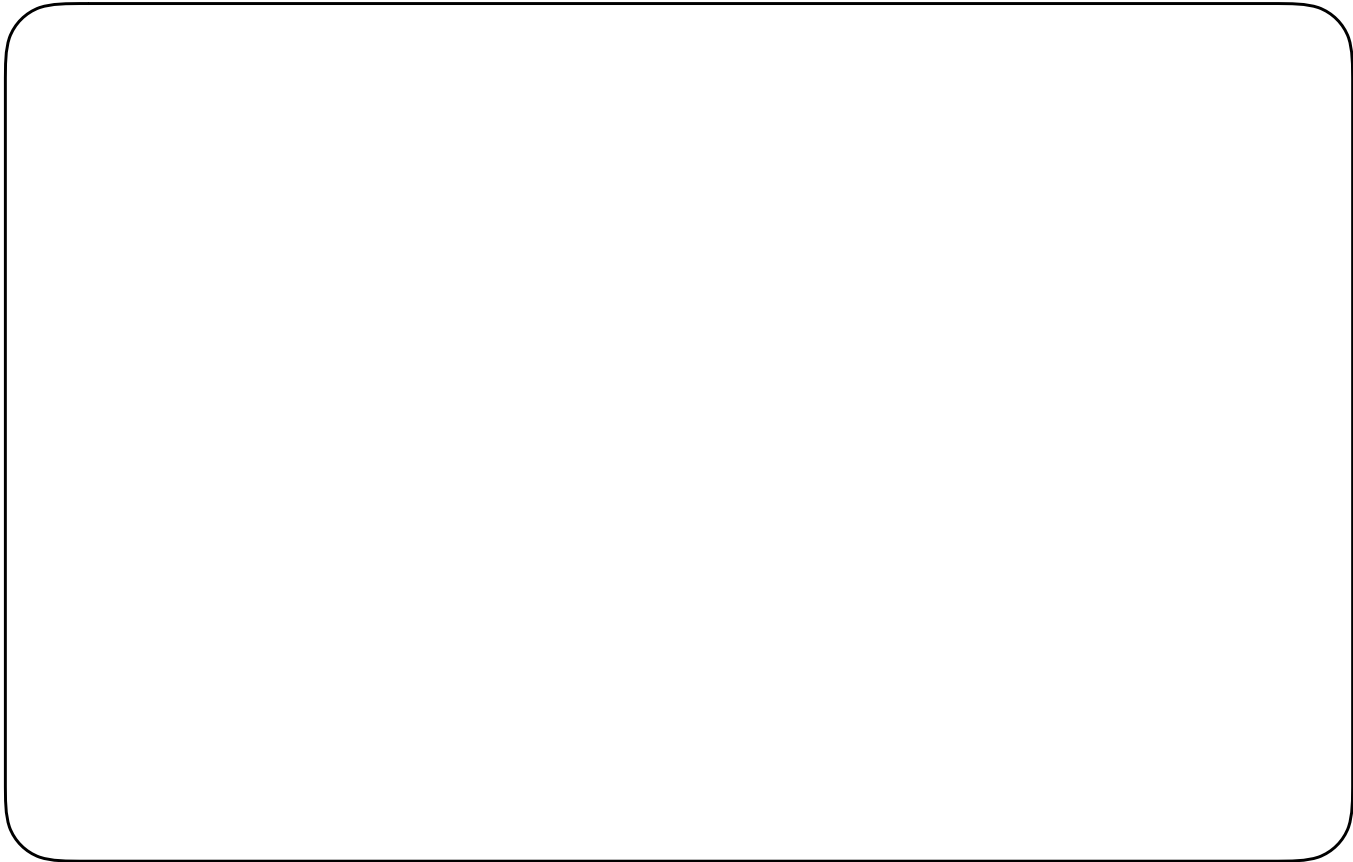> **Thesis Statement**
>
>

Name _____   **Date** _____

1. Write down any thoughts you have about the prompt or question. You don't need to answer the question yet. Write whatever comes to mind first.

2. Use your notes to decide your **opinion** on the topic. Your opinion will form your **thesis**.

3. List as many **reasons** as you can that support your thesis.

4. Put a star (☆) next to your three *strongest* **reasons.** These will be your **topic sentences.**

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Name _____

Date _____

1. Write the **opinion** you will argue in your essay in a single sentence.

Thesis Statement:

2. List as much **evidence** (facts, examples, or quotes) as you can to support your thesis.

- • • • •
- • • • •
- • • • •

3. Look over the pieces of evidence you've listed. Do they fall into any major categories? Organize your evidence so that similar pieces are together.

Evidence:
- •
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- •
- •

Evidence:
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- •
- •

Evidence:
- •
- •
- •
- •

4. For each category, ask yourself: "Together, what do these pieces of evidence show?" Sum up the idea in a single sentence. These will be your **reasons** to support your thesis.

Reason:

Reason:

Reason:

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Outline your persuasive essay by filling in your **thesis** (opinion) and at least two **topic sentences** (reasons) to support it. Then, add **evidence** (facts, quotes, or examples) to support each topic sentence.

Thesis

Topic Sentence

Evidence:

Evidence:

Topic Sentence

Evidence:

Evidence:

Topic Sentence

Evidence:

Evidence:

Persuasive Essay: Outline

Argumentative Essay

Name _____   **Date** _____

1. Write down the topic or prompt in your own words.

> **Topic/Prompt**

2. Write down two different possible controversial opinions about the topic or prompt. Then, write as many **claims** or **pieces of evidence** as you can to support each opinion.

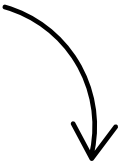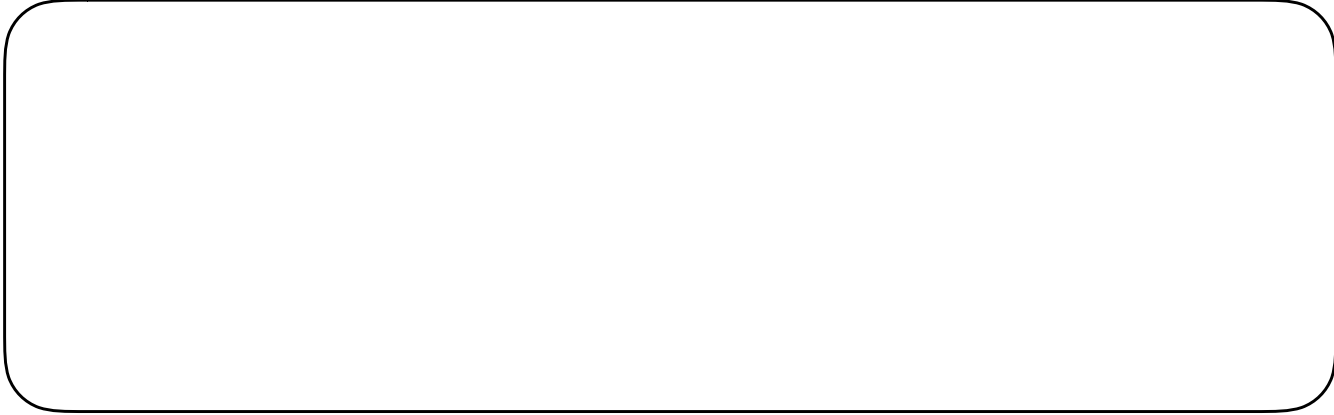| Opinion 1	Opinion 2
_____	_____
Claims/Evidence	**Claims/Evidence**
•	•
•	•
•	•
•	•
•	•
•	•
•	•

3. Decide which opinion you could argue most convincingly. Now, sum that idea up in a single, clear sentence. This is your **thesis statement**.

> **Thesis Statement**
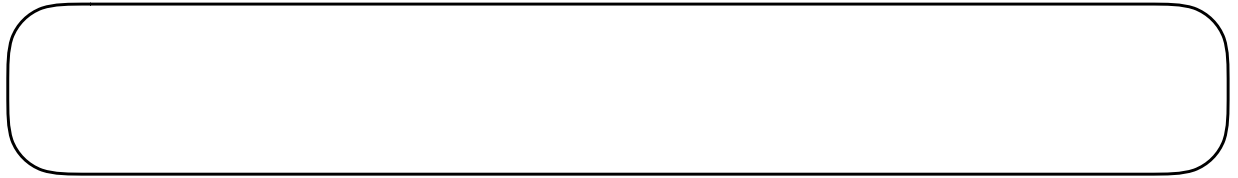
Name _____   **Date** _____
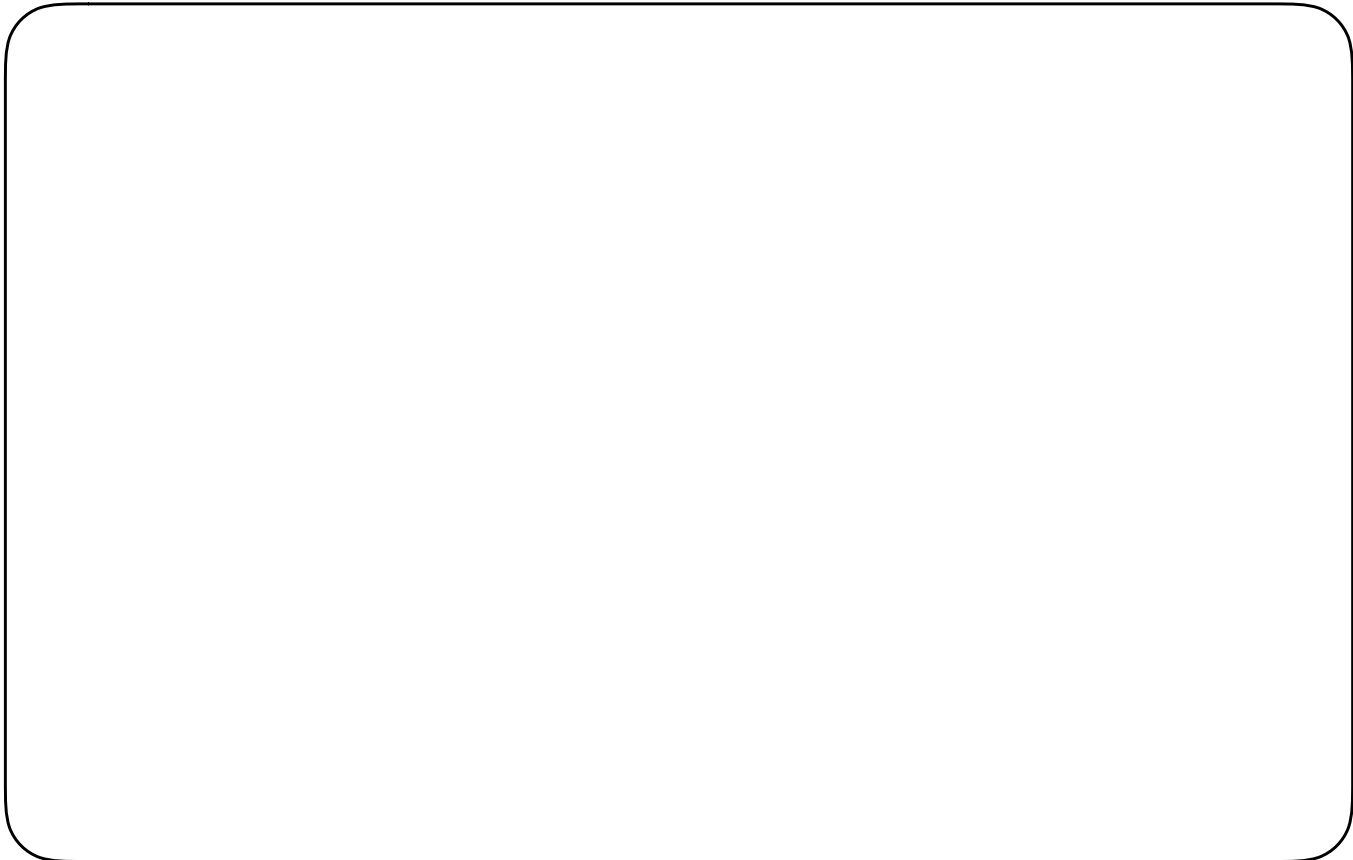
1. Write down any thoughts you have about the prompt or question. You don't need to answer the question yet. Write whatever comes to mind first.

2. Use your notes to decide your **opinion** on the topic. Your opinion will form your **thesis**. (Remember, a controversial opinion has reasonable evidence both for and against it!)
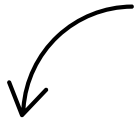
3. List as many **claims** as you can that support your thesis.

4. Put a star (☆) next to your three *strongest* **claims.** These will be your **topic sentences.**

1. Write your **thesis statement**, or the controversial opinion you will argue in your essay.

Thesis Statement:

2. List as much **evidence** (statistics, specific examples, or quotes) as you can to support your thesis.

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3. Look over the pieces of evidence you've listed. Do they fall into any major categories? Organize your evidence so that similar pieces are together.

Evidence:

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Evidence:

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-

Evidence:

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-
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4. For each category, ask yourself: "Together, what do these pieces of evidence show?" Sum up the idea in a single sentence. These will be your **claims** to support your thesis.

Claim:

Claim:

Claim:

Claim:

Outline your essay by filling in your **thesis** (controversial opinion) and at least two **topic sentences** (claims) to support it. Then, add **evidence** (statistics, quotes, or examples) to support each topic sentence.

Thesis

Topic Sentence

Evidence:

Evidence:

Topic Sentence

Evidence:

Evidence:

Topic Sentence

Evidence:

Evidence:

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Literary Analysis Essay

Name _____   **Date** _____

Title of text: _____   **Author:** _____

Use the chart below to analyze key elements of the text and brainstorm ideas you could develop into a thesis. Jot down the first thoughts that come to mind as you read the guiding questions.

Characters: How do the main characters change over time? How do these changes affect the story or the reader?	
Setting: When and where does the novel take place? How does the setting affect the characters or plot?	
Plot: What is the main conflict of the story? How is it resolved? What do the characters or the reader learn from the conflict?	
Theme: What big ideas or messages about life does the novel suggest? How does the author reveal these themes?	
Point of View: Who is the novel's narrator? Is the reader aware of anything characters are not, and how does having this perspective affect the reader?	
Word Choice: Does the author make any interesting word choices or use any figurative language? How does word choice affect the reader?	
Symbols: Do any objects show up repeatedly throughout the novel? Do any objects seem to represent an idea or have a larger meaning?	
Text Structure: Does the author make interesting choices about chapter or sentence length? Is the story linear or does it jump around in time? How do these structure choices affect the story?	

Name _____

Date _____

Use these cards to collect textual evidence to support your thesis. Each of these evidence cards can be used to build out your body paragraphs.

Evidence Card

What is this evidence about? (circle one):
- characters
- setting
- plot
- theme
- word choice
- symbols
- text structure
- other: _____

Evidence (quote, paraphrase, or detail)**:**   **Page Number:** _____

When in the story does this evidence occur? (e.g., What else is happening? Who is speaking and why?)

What effect does this evidence have on the story or reader? (e.g., Does the evidence suggest a theme? Does it reveal new information to the reader?)

Evidence Card

What is this evidence about? (circle one):
- characters
- setting
- plot
- theme
- word choice
- symbols
- text structure
- other: _____

Evidence (quote, paraphrase, or detail)**:**   **Page Number:** _____

When in the story does this evidence occur? (e.g., What else is happening? Who is speaking and why?)

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Evidence Card

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Evidence Card

What is this evidence about? (circle one):
- characters
- setting
- plot
- theme
- word choice
- symbols
- text structure
- other: _____

Evidence (quote, paraphrase, or detail)**:**   **Page Number:** _____

When in the story does this evidence occur? (e.g., What else is happening? Who is speaking and why?)

What effect does this evidence have on the story or reader? (e.g., Does the evidence suggest a theme? Does it reveal new information to the reader?)

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Name _____   **Date** _____

1. Analyze the prompt to make sure you understand the requirements of your task.

⬭ **Prompt:**

- (Circle) **key verbs**. (For example, "explain," "analyze," or "describe.")
- <u>Underline</u> **the part of the text** the prompt asks you to write about. (For example, does it ask about a specific character or event, or does it ask about the author's word choice?)

2. Come up with an idea for your thesis.

- In the column on the left, write down all of the ideas that first come to mind when you think about the prompt.
- Find the parts of the text that gave you these ideas, and note these in the column on the right.

What ideas do I have in response to the prompt?	What moments, words, or details from the text gave me these ideas?

- Use your notes from the table above to write your **thesis**. Ask yourself: "Which idea in response to the prompt is best supported by the text?" In one sentence, sum up this interpretation as your thesis.

⬭ **Thesis**

3. Double-check that your thesis responds to the prompt. Does your thesis meet all of the requirements that you identified in step #1?

- If not, look back through your ideas to come up with another thesis.
- If yes, you are ready to brainstorm supporting ideas!

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Authors often reveal **themes**—big ideas or messages about life—through lessons their characters learn. To identify a theme of your text, list the lessons learned by the story's characters that stand out to you most.

Character(s)	Lesson Learned	Evidence	Page #
Example: Ponyboy from The Outsiders	Ponyboy learns that Darry's harsh treatment is a sign of concern and love, not hate.	"Darry did care about me.... When he yelled 'Pony, where have you been all this time?' he meant 'Pony, you've scared me to death.'"	p. 98
Example: Ponyboy from The Outsiders	Ponyboy realizes that Cherry is not so different from himself.	"Maybe the two different worlds we live in weren't so different. We saw the same sunset."	p. 41

Look over your notes in the table above. Do any particular lessons about life or humanity stand out or repeat? Write down the **theme** that interests you most.

Example: Judgments based on assumptions are not always true.

Theme

Next, use your theme to come up with your **thesis**, or the interpretation of the text that you will develop in your essay. Try using this sentence frame: _[What I notice in the text that leads to the lesson learned]_ suggest(s) that _[theme]_.

Example: Ponyboy's relationships in The Outsiders suggest that judgments based on assumptions are often mistaken.

Thesis

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Name _____   Date _____

Thesis Statement:

1. List as much evidence (quotes, paraphrases, or specific details from the text) as you can to support your thesis.

Quote, Paraphrase, or Detail	Page #	How does this evidence support my thesis?

2. Look over the evidence you've listed. Does it fall into any major categories? Group together any pieces of evidence that are related.

3. For each group of related evidence, ask yourself: "Together, how do these pieces of evidence support my thesis?" Sum up the idea in a single sentence. These will be your topic sentences, or **supporting ideas**, for your thesis.

Supporting Idea:

Supporting Idea:

Supporting Idea:

Supporting Idea:

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Name _____

Date _____

Outline your literary analysis essay by filling in your **thesis** (interpretation of the text) and at least two **topic sentences** (supporting ideas) to show why your thesis is true. Then, add **evidence** (quotes, paraphrases, or specific details from the text) to support each topic sentence.

Thesis

Topic Sentence

Evidence:

p.

Evidence:

p.

Topic Sentence

Evidence:

p.

Evidence:

p.

Topic Sentence

Evidence:

p.

Evidence:

p.
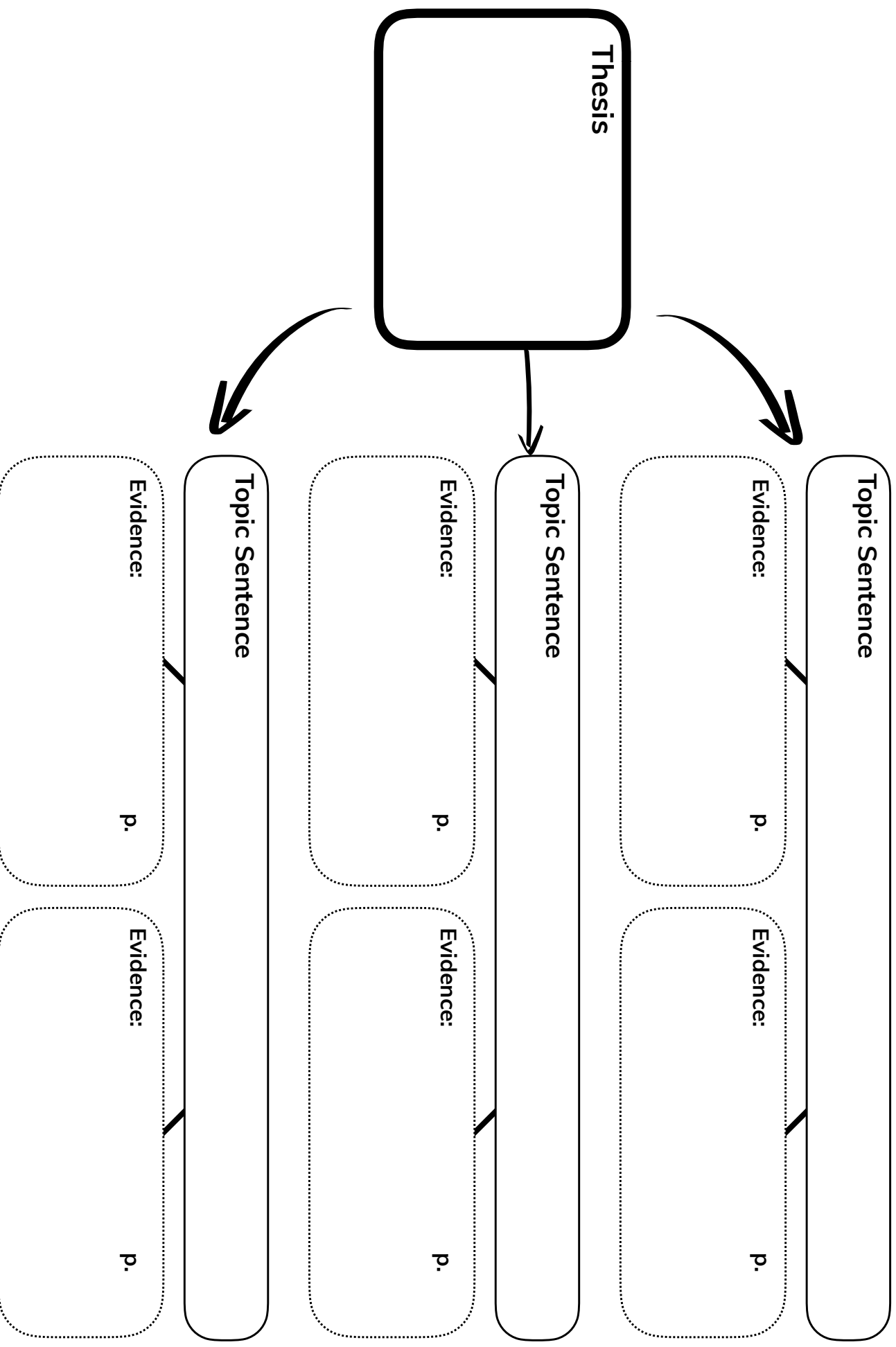
Expository/ Informational Essay

Name _____   **Date** _____

1. Annotate the prompt to break down the requirements of your task.

> **Prompt**

- (Circle) **key verbs**. (For example, "explain," "analyze," "describe," or "compare.")
- <u>Underline</u> **the topic(s)** the prompt asks you to write about.

2. Brainstorm ideas and find evidence.
- In column 1, write any ideas that come to mind when you think about the prompt.
- In column 2, write evidence that supports these ideas.
- In column 3, list the source for each piece of evidence (e.g. website or book title and page number).

Ideas	Facts, Quotes, or Examples	Source

3. Use your notes from the table above to come up with a thesis statement. Ask yourself:
- Do I notice any important patterns in my ideas?
- Which of my ideas are best supported by evidence?
- What thoughtful and interesting point do I want readers to understand about my topic?
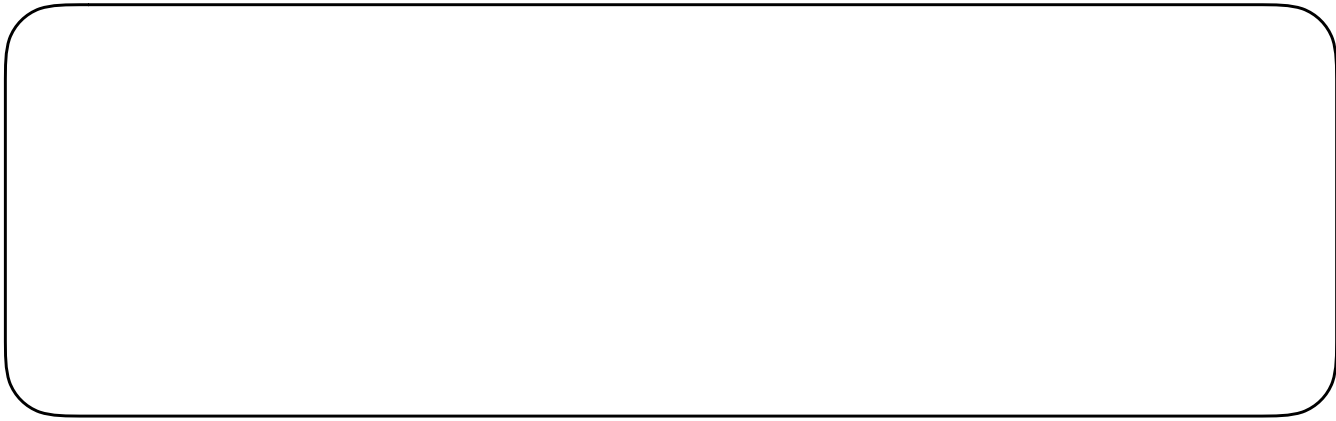
4. Sum up your answer in one sentence as your thesis statement, or central idea, about your topic.

> **Thesis Statement**

Name _____ **Date** _____

1. Write down any thoughts you have about the prompt or question. You don't need to answer the question yet. Write whatever comes to mind first.

2. Use your notes to decide on your **thesis statement**—or central idea—for your essay. Your central idea is a thoughtful and interesting point that you want readers to understand about your topic. Sum up this idea in one sentence.

3. List as many **supporting ideas** as you can that support your central idea.

4. Put a star (☆) next to your three *strongest* **supporting ideas.** These will be your **topic sentences.**

1. Write your **thesis statement**, or the central idea you will explain in your essay.

Thesis Statement

- ●
- ●
- ●

- ●
- ●
- ●

2. List as much **evidence** (facts, quotes, or specific examples) as you can to support your thesis.

3. Look over the pieces of evidence you've listed. Do they fall into any major categories? Organize your evidence so that similar pieces are together.

Evidence

- ●
- ●

Evidence

- ●
- ●

Evidence

- ●
- ●

4. For each category, ask yourself: "Together, what do these pieces of evidence show?" Sum up the idea in a single sentence. These will be your **supporting ideas** to show why your thesis is true.

Supporting Idea

Supporting Idea

Supporting Idea

Name _____

Date _____

Outline your essay by filling in your **thesis** (your central idea) and at least two **topic sentences** (supporting ideas) that show why your thesis is true. Then, add **evidence** (facts, quotes, or specific examples) to support each topic sentence.

Thesis

Topic Sentence

Evidence

Evidence

Topic Sentence

Evidence

Evidence

Topic Sentence

Evidence

Evidence

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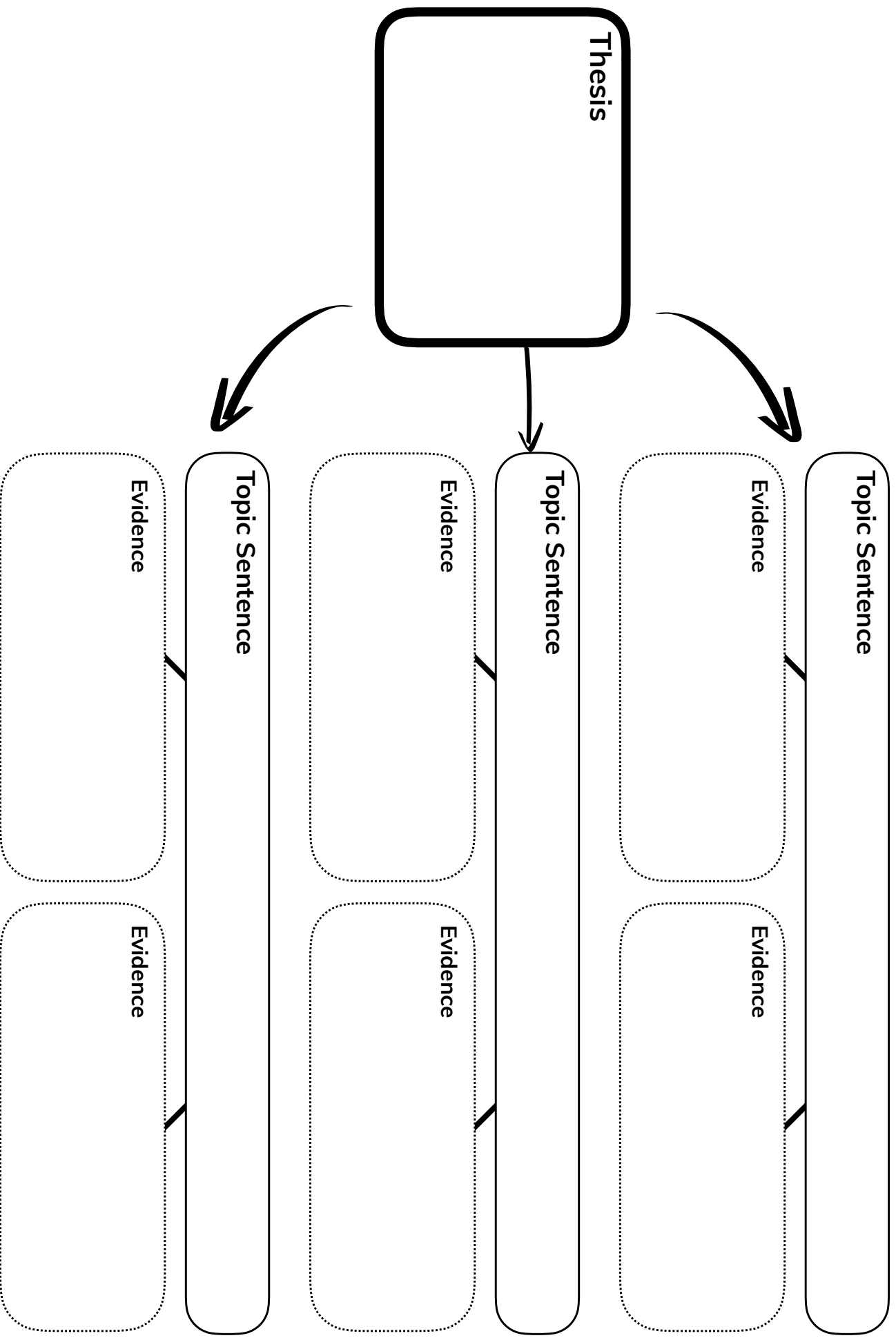
Your Essay Topic

1. Circle which your essay will focus on: a. the **causes** of your topic   b. the **effects** of your topic

2. In the box below, list as many causes or effects of your topic as you can think of or find in your research. If your idea is from a source, be sure to note that source so you'll be able to find it easily when you look for evidence!

Cause or Effect	Source (e.g. website or book title and page number)

3. Put a star (☆) next to the three causes or effects that would be most interesting to explain in your essay. Each of your body paragraphs will focus on one of these.

4. Decide the best order for your body paragraphs. For example, consider putting the causes or effects in the order they happen(ed) or in order of importance.

Body Paragraph 1 (Cause or Effect 1):

Body Paragraph 2 (Cause or Effect 2):

Body Paragraph 3 (Cause or Effect 3):

5. What interesting or thoughtful point do you want readers to understand about the three causes or effects you've listed above? Sum up that point in one sentence as your essay's **thesis statement**, or central idea.

Thesis Statement

Expository/Informational Essay: Planning for a Cause/Effect Essay

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1. Use the Venn diagram below to brainstorm similarities and differences between two topics. Write down anything that comes to mind.

Topic 1: _____

similarities

Topic 2: _____
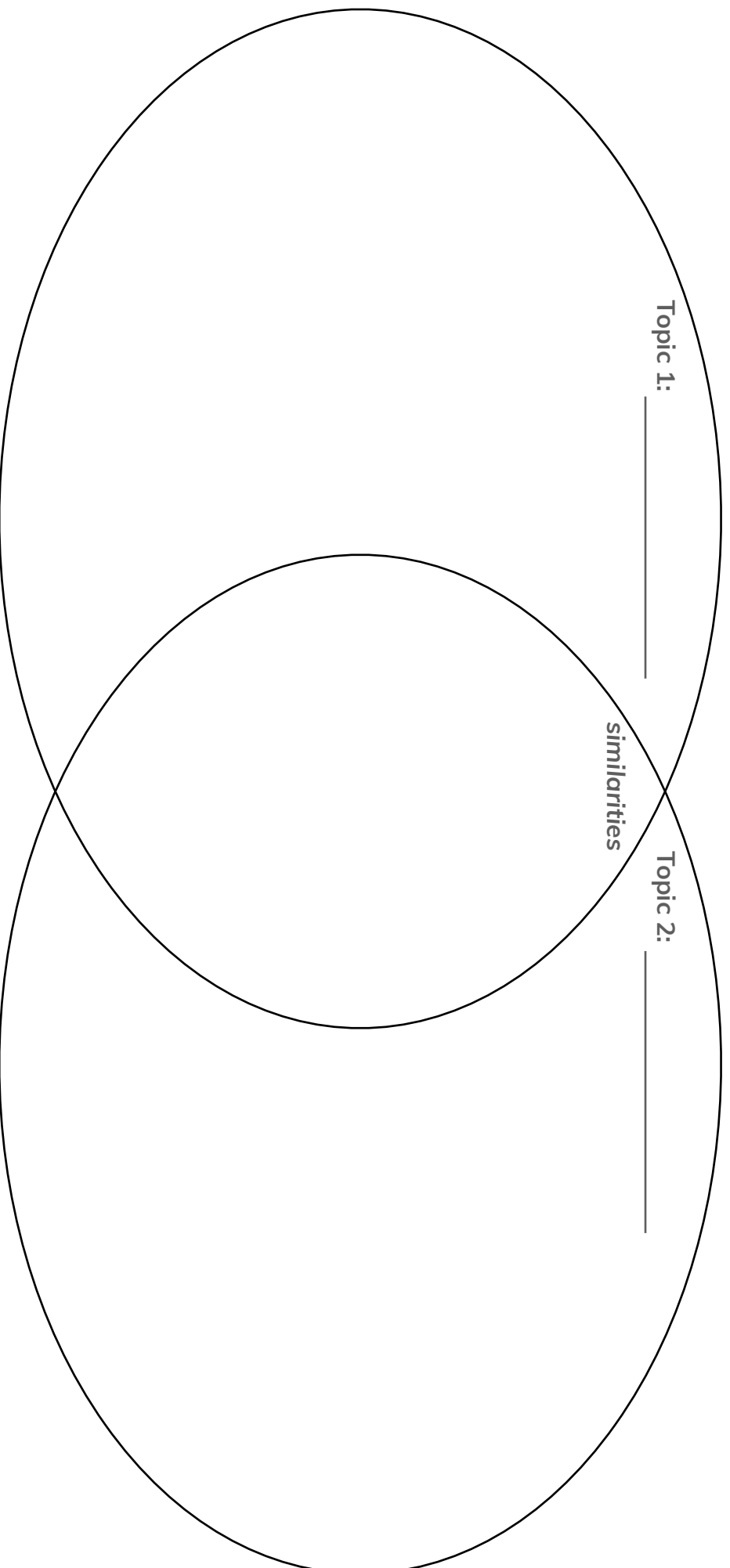
2. Put a star (☆) next to the most interesting similarities or differences.

3. Ask yourself: "Do I notice any important patterns or surprising aspects of this comparison? What key understanding do I want to share about the similarities and differences between these topics?"

4. Then, sum up your answer in one sentence as your **thesis statement**—a thoughtful and interesting point you want readers to understand about your comparison.

Thesis Statement

Narrative Essay

Name _____   Date _____

Use this sheet to brainstorm ideas for your narrative's main **conflict**—a problem or challenge for your story's characters.

1. Give a brief description of the **main character** of your narrative. Include information about the character's personality. Remember, in a personal narrative, **you** are the main character!

Example: The main character is a friendly eleven-year-old boy with a new dog. He doesn't like saying what he really thinks.

Main Character

2. Write down what the main character in your narrative might want—these are the character's **desires**. Then, write down what **challenges** might stand in your character's way. Challenges could be situations in the story, or they could be other characters.

What Your Character Wants (Desires)	**What Stands in Your Character's Way (Challenges)**
Example: The main character wants to have a good relationship with his dog, Coltrane.	*Example: The main character is afraid he will lose Coltrane's love if he says "no" to the dog.*

3. Put a star (☆) next to the most interesting desire and challenge. Then, connect them in a single idea that describes your story's **conflict**, the main problem your characters will face. This conflict will drive the action in your narrative.

Example: The main character struggles to say "no" to his dog because he doesn't want to hurt their relationship.

Conflict

Use this sheet to brainstorm details about your narrative's **setting** and **characters.** Your setting is where your story takes place, and your characters are the people who play an important role in your story's events.

1. Generate ideas about your setting.

What do you **see?**	What do you **hear?**
What do you **smell?**	How does the setting make you **feel?**

2. Generate ideas about your characters.

Name	Role in the Story	Description
Example: Ben	Narrator's best friend	Responsible, supportive, good student, never stays out past his curfew, has a sense of humor

3. Develop your setting and characters in your narrative.

As you draft your narrative, use the ideas you've generated here to develop your setting and characters. Try adding these details to your descriptions or revealing them through your characters' dialogue and actions.

Name _____

Date _____

Use this sheet to outline the main events of your story's conflict, which you'll develop in the **middle** of your narrative. You can focus on the beginning and end once you know what happens in the middle.

1. Describe the conflict that drives your story. This is the main problem or challenge that your characters face.

Conflict

2. Now, plot out the events of your conflict.

- **Start at the top of your outline and write down your climax,** the moment of most intense conflict in your story.
- From the left, plan out your **rising action,** the increasingly dramatic events that build up to your climax.
- Finally, describe how the story's conflict is resolved in the **falling action** on the right.

Rising Action

First...

Then...

Next...

Climax

The most intense moment is when...

Falling Action

As a result...

Beginning

Middle

End

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Name _____   **Date** _____

A strong narrative has a **theme**, which is a larger message or lesson about life for readers to take away from your story. You can decide on your narrative's theme by thinking about how the story's main conflict will affect your characters.

1. Describe the **conflict**—the main problem or challenge—that your characters will face.

> **Conflict**

2. Describe how the conflict will be resolved by the end of the narrative.
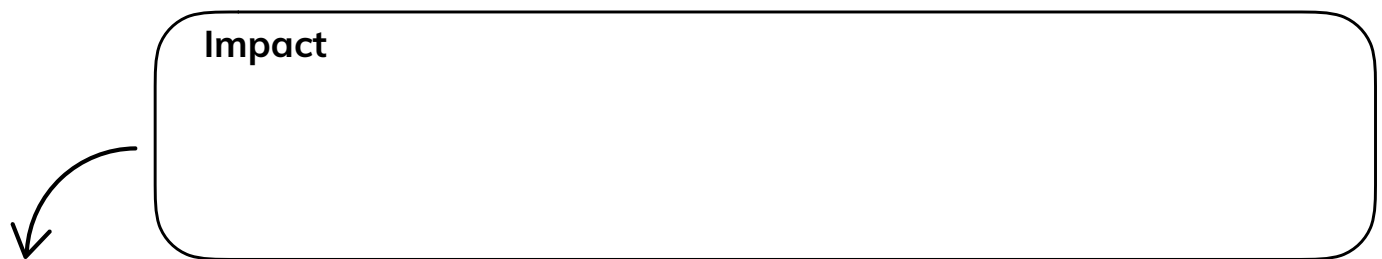
> **Resolution**

3. Now, think about ways that the conflict and its resolution will **impact** or change your characters. If you're stuck, try using one of these sentence starters:

At the end of the story, my characters learn that...
When the conflict is over, my characters would have to admit that...
What happens to my characters goes to show that...

> **Impact**

4. Look at your notes above on how your characters have grown at the end of your narrative. Summarize this as your **theme,** a message or lesson about life that goes beyond the story.

Example: Trying your best can really pay off

> **Theme**

5. Now that you've come up with a theme, keep it in mind as you draft your narrative. Try revealing your theme to readers near the end of your story by having your characters reflect on their actions or by describing your characters' changed behavior.