



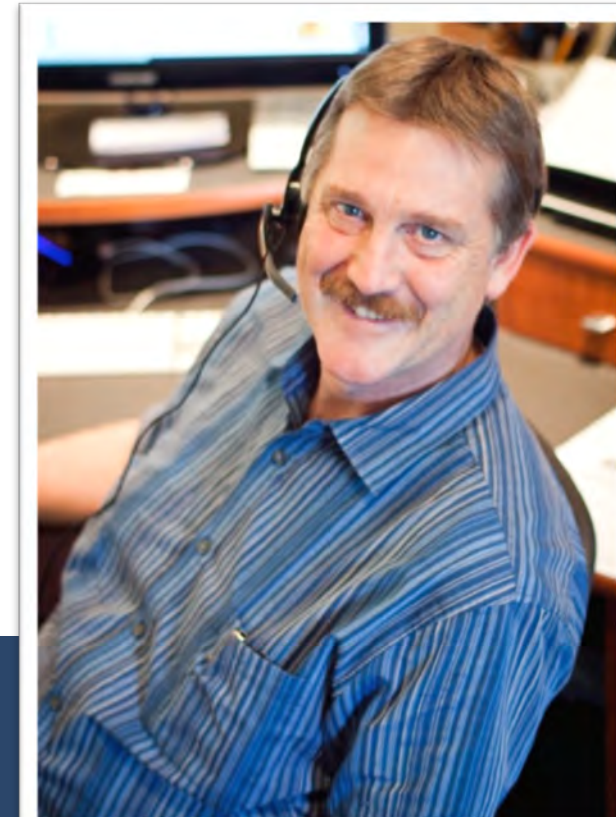
“Easy Essays and Beyond”

Unit 8: Formal Essay Models

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Director, Institute for Excellence in Writing

March 26 , 2018



Welcome!

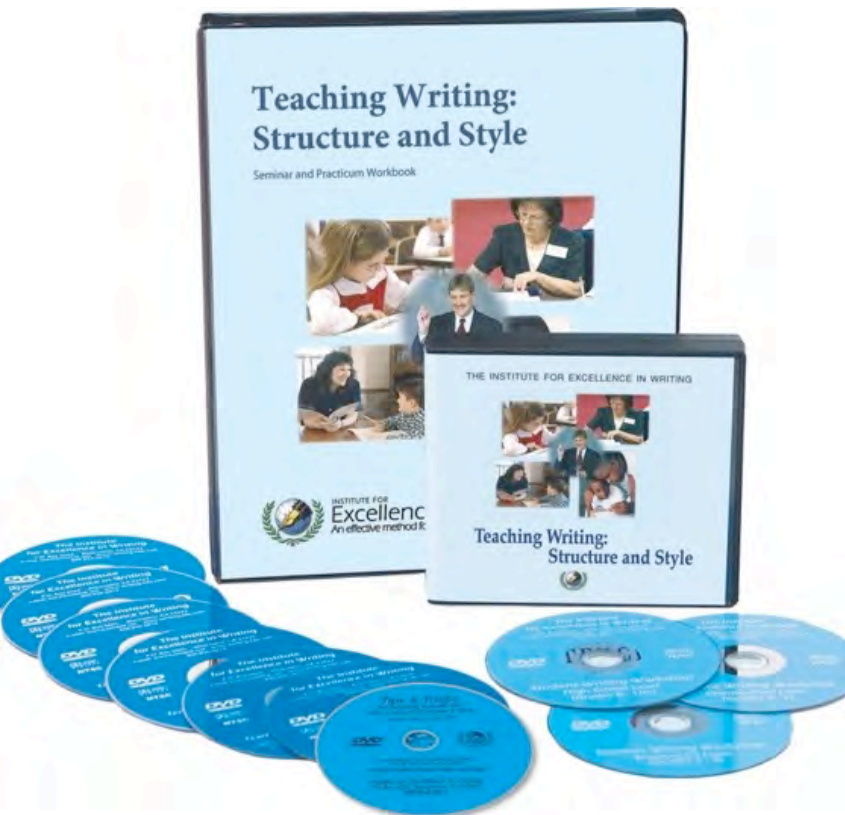
A few instructions for those new to an IEW webinar

- Q & A box
 - Only I and a few staff members will see what you type.
 - I'll answer as I'm able.
- Chat box
 - All can see your comments.
 - Use this area to “pass notes in class.”
 - I'll pretty much ignore this area, but our staff will monitor and repost to me if deemed necessary.
- Links on the slides and in the chat box are “live.”
- If you can't hear, try exiting and returning.
- Don't worry, we can't hear or see you.
- Yes, this webinar will be recorded, and you will receive an email with information on how to access this recording.



Have handy your *Teaching Writing: Structure and Style Seminar Workbook*.

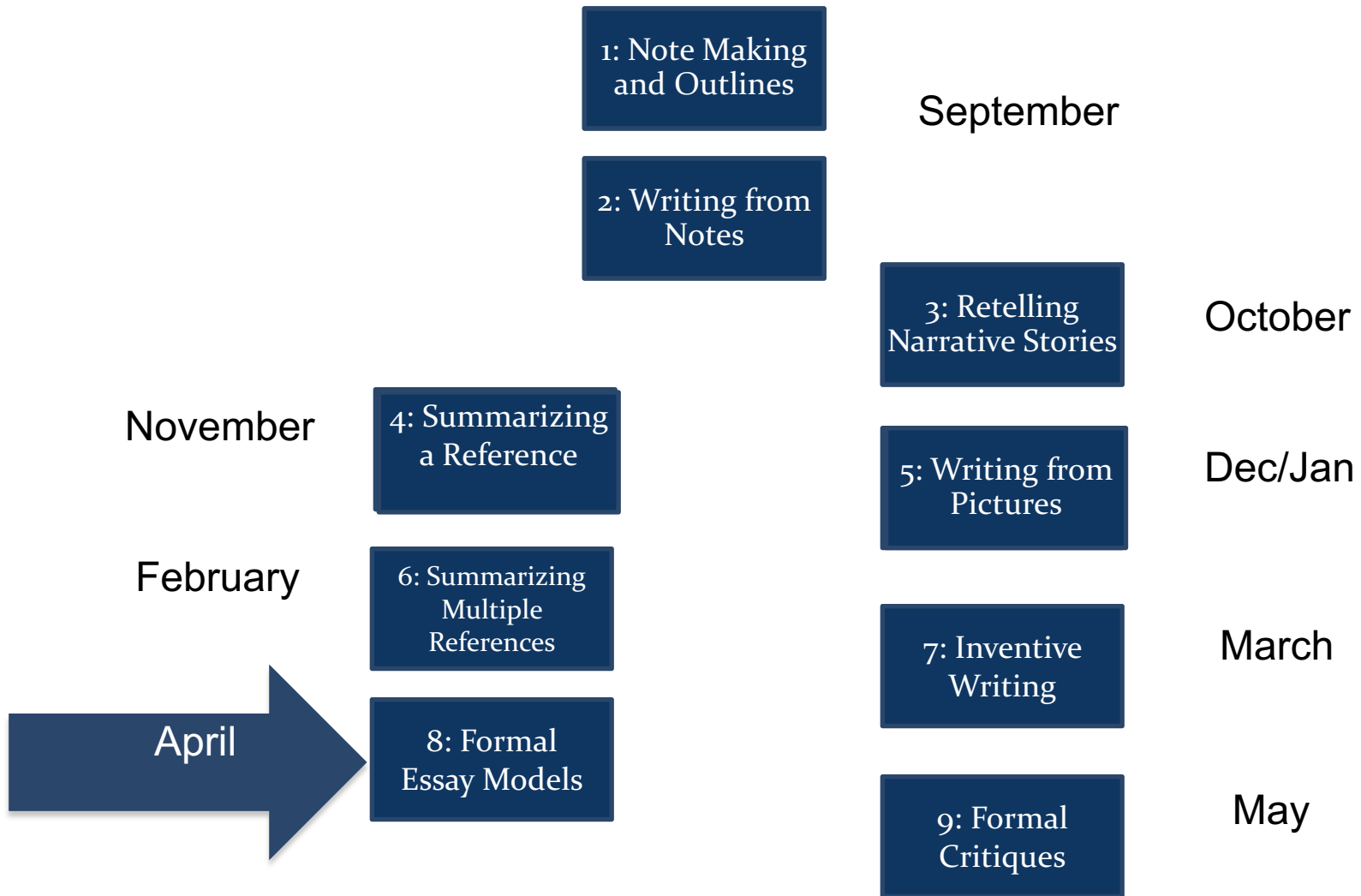
- Seminar Workbook, First Edition:
- Pages 59-66 and *Tips and Tricks*, 20
- Second Edition: Disc 8 plus Seminar Workbook Unit 8: 125–146



[Tips & Tricks](#)

[Click here](#) for more details about the new edition.

An Overview of IEW's Nine Structural Models

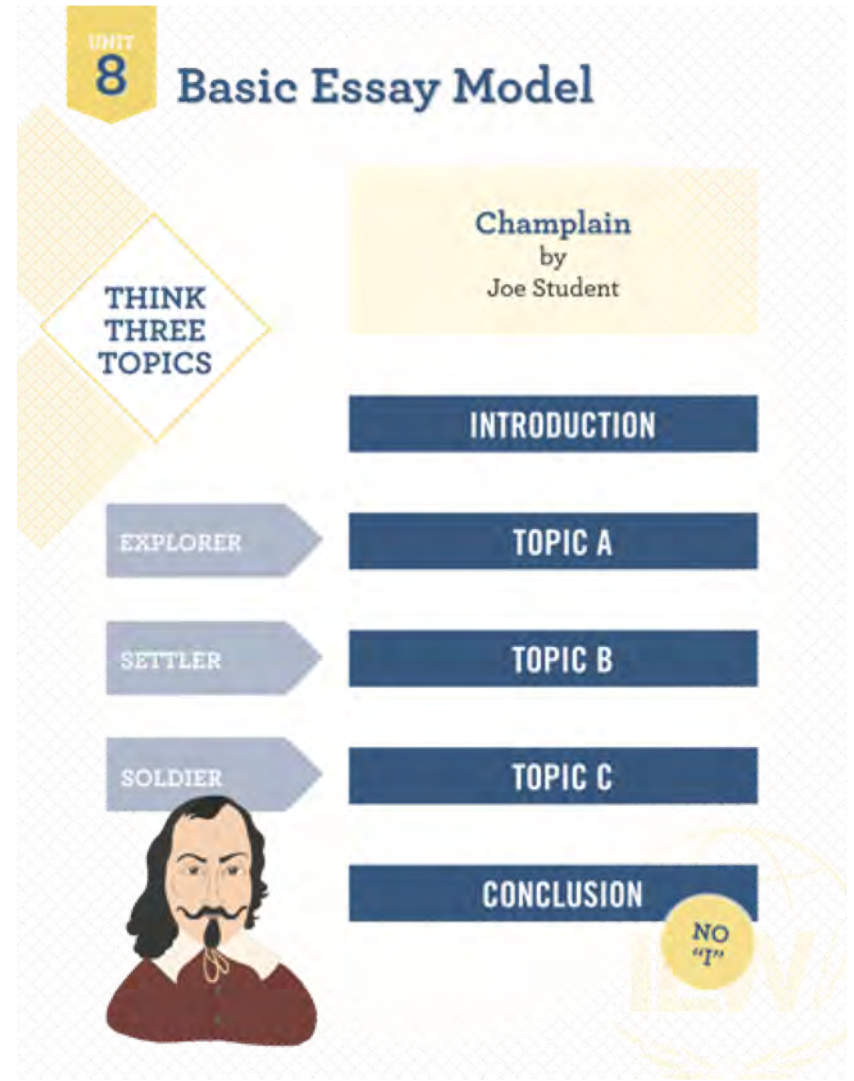


Slower for younger students, faster for older.
Repeat year after year.



Tonight's Outline

- What is an essay?
- Unit 8 vs. Unit 6
- Unit 8 vs. Unit 7
- Teaching Process
- Going beyond the 5¶ model
- Style
- Q&A
- Announcements



What is an essay?

Essay: *a short literary composition on a particular theme or subject, usually in prose and generally analytic, speculative, or interpretative.*

Dictionary.com



What is the difference between an “Essay” and a “Report” ?

Reports



Essay



What is the difference between an “Essay” and a “Report” ?

Reports

Facts

Essay

Opinion



What is the difference between an “Essay” and a “Report” ?

Reports

Facts

#¶ = Topics



Essay

Opinion

#¶ = Topics

Plus Intro &
Conclusion



What is the difference between an “Essay” and a “Report” ?

Reports

Facts

#¶ = Topics



Essay

Opinion

#¶ = Topics

Plus Intro &
Conclusion

**Force an
opinion
in the
conclusion**

Unit 4 Report vs. Unit 6 Report

Unit 4: Summarizing a Reference

- # of Topics = # of paragraphs
- Choose facts that are interesting, important, or relevant.
- Create a Key Word Outline (KWO) for each topic from the one source.
- Write from your KWO
- Topic-Clincher
- No introduction or conclusion

Unit 6: Summarizing Multiple References

- # of Topics = # of paragraphs
- Choose facts that are interesting, important, or relevant.
- Create a KWO for each topic from multiple sources.
- Fuse your KWO into one
- Write from your KWO
- Topic-Clincher
- No introduction or conclusion



Unit 8 Essay vs. Unit 4 or 6 Report

Unit 8: Formal Essay Models

- # of Topics = # of body paragraphs
- Choose facts that are interesting, important, or relevant.
- Create a KWO for each topic (from multiple sources).
- (Fuse your KWO into one.)
- Write from your KWO
- Topic-Clincher for body ¶s
- Add introduction.
- Add conclusion

Unit 4 or 6: Summarizing a Reference, or Multiple References

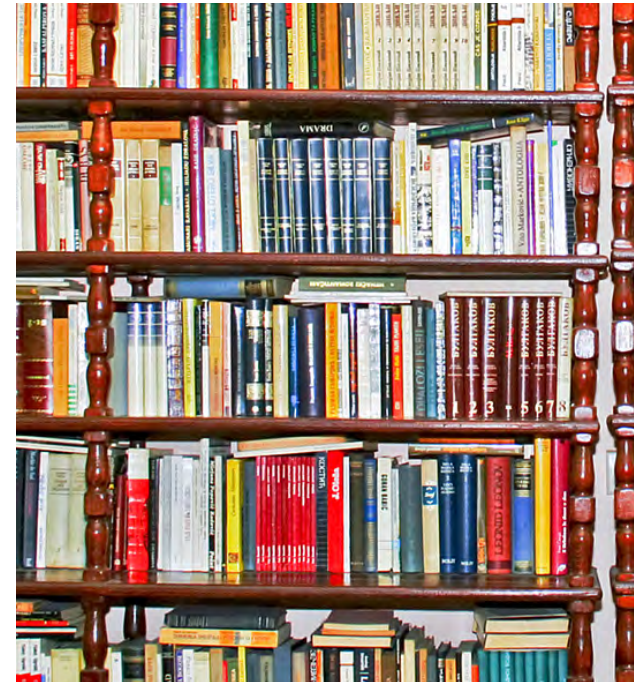
- # of Topics = # of paragraphs
- Choose facts that are interesting, important, or relevant.
- Create a KWO for each topic (from multiple sources).
- (Fuse your KWO into one.)
- Write from your KWO
- Topic-Clincher
- No introduction or conclusion



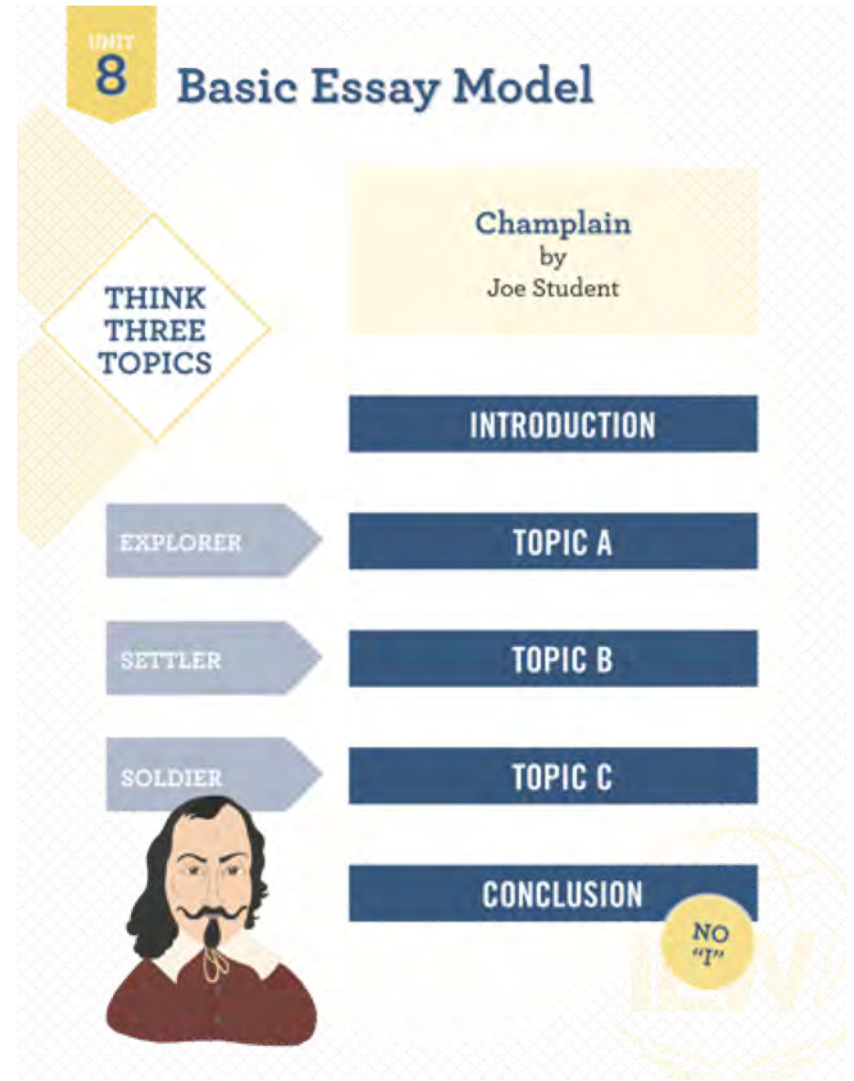
Unit 7 Essay vs. Unit 8 Essay

Inventive Writing: No Sources
Five ¶ Model (More or Less)

Formal Essay: Research-Based
Five ¶ Model MORE, rarely less



You can use either a Unit 4 or Unit 6-type assignment (or both!) to create your topic paragraphs.



Unit 8 Basic Essay: 5¶ Model

1. Determine the Subject
2. List Possible Topics (3 or more)
3. Choose Topics (# needed, related, appropriate)
4. Research and Create KWO (fuse?) for body paragraphs
5. Write body ¶s
6. Write Conclusion
7. Write Introduction



I. Introduction

Attention Getter,
Background,
Thesis, Question, State (3) topics

II. Topic A

- 1.
- 2.
- 3.

Clincher

III. Topic B

- 1.
- 2.
- 3.

Clincher

IV. Topic C

- 1.
- 2.
- 3.

Clincher

Conclusion

Echo topics

"Most" _____,

and why

Title comes from last sentence

Basic Essay: 5¶ (Subject: Edison)

I. Introduction

Attention Getter,
Background,
Thesis, Question, State (3) topics

II. Topic A

1.
2.
3.
Clincher

III. Topic B

1.
2.
3.
Clincher

IV. Topic C

1.
2.
3
Clincher

Conclusion

Echo topics
"Most" _____,
and why
Title comes from last sentence



II. Edison, inventor, phonograph

1. discovered 1877, recording, sound
 2. foil, grooved, cylinder
 3. "Mary little lamb"
 4. people, amazed, "miracle!"
 5. dubbed "Wizard Menlo P"
 6. others discovered, TE: replicate
- Clincher

Basic Essay: 5¶ (Subject: Edison)

I. Introduction

Attention Getter,
Background,
Thesis, Question, State (3) topics

II. Topic A

- 1.
- 2.
- 3.

Clincher

III. Topic B

- 1.
- 2.
- 3.

Clincher

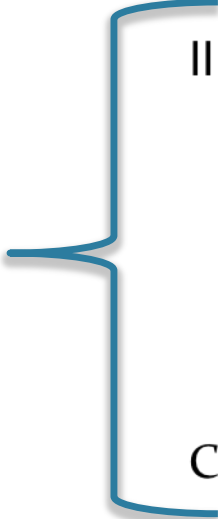
IV. Topic C

- 1.
- 2.
- 3.

Clincher

Conclusion

Echo topics
"Most" _____,
and why
Title comes from last sentence

- 
- III. Edison, practical I. bulb
1. TE ~~invent~~ bulb.
 2. improved 50 yr. old idea
 3. lower current, filament
 4. improved vacuum
 5. practical, home, use
 6. safe, durable, switches

Clincher

Basic Essay: 5¶ (Subject: Edison)

I. Introduction

Attention Getter,
Background,
Thesis, Question, State (3) topics

II. Topic A

- 1.
- 2.
- 3.

Clincher

III. Topic B

- 1.
- 2.
- 3.

Clincher

IV. Topic C

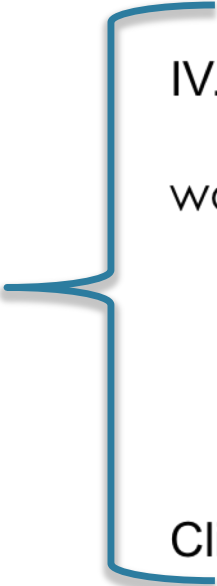
- 1.
- 2.
- 3.

Clincher

Conclusion

Echo topics
"Most" _____,
and why

Title comes from last sentence

- 
- IV. Edison, movie camera
1. 1888, "Kinetoscope," movement, watch
 2. 1st movie, pretend, sneeze
 3. problem, ~~film available~~
 4. Kodak solved
 5. T.E. built, studio, NJ
 6. 1st movie, theatre, 1896

Clincher

Basic Essay: 5¶

1. Determine the Subject
2. List Possible Topics (3 or more)
3. Choose Topics (# needed, related, appropriate)
4. Research and Create KWO (fuse?) for body paragraphs
5. Write body ¶s
6. Write Conclusion
7. Write Introduction



- I. Introduction
 1. Attention getter
 2. Background/Thesis
 3. State Topics

II. First Topic

- 1.
- 2.
3. etc.

Clincher

III. Second Topic

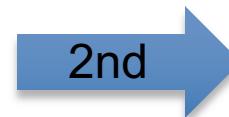
- 1.
- 2.
3. etc.

Clincher

IV. Third Topic

- 1.
- 2.
3. etc.

Clincher



- V. Conclusion
 1. Re-state Topics
 2. Most Significant
 3. & WHY

Basic Essay: 5¶

1. Determine the Subject
2. List Possible Topics (3 or more)
3. Choose Topics (# needed, related, appropriate)
4. Research and Create KWO (fuse?) for body paragraphs
5. Write body ¶s
6. Write Conclusion
7. Write Introduction



Last

1st

2nd

- I. Introduction
 1. Attention getter
 2. Background/Thesis
 3. State Topics

II. First Topic

- 1.
- 2.
3. etc.

Clincher

III. Second Topic

- 1.
- 2.
3. etc.

Clincher

IV. Third Topic

- 1.
- 2.
3. etc.

Clincher

V. Conclusion

1. Re-state Topics
2. Most Significant
3. & WHY

Unit 8 Recap

- ❑ Write from the Inside-Out (Body Paragraphs, Conclusion, Introduction)
- ❑ Begin by adding an introduction and conclusion to body paragraphs composed in Units 2, 4, or 6.
- ❑ Conclusion echos three topics and tells which is most significant and why.
- ❑ Since the analysis explaining *why* is crucial, most of the conclusion should be given over to it.
 - ▣ Discuss the power of the word *most*.
 - ▣ Explain the need for why.
 - ▣ Start young: Opinions cannot really be incorrect.
- ❑ Introduction contains
 - ▣ attention getter
 - ▣ background (place, time)
 - ▣ three topics (no clincher)
- ❑ Title Rule: repeat 1–3 words from the last sentence



Expanded Essay Models

Expanded Essay: 6¶ (4 topics)

Introduction
1. Attention
2. Background/Thesis
3. State Topics

II. First Topic
1.
2.
3. etc.
Clincher

III. Second Topic
1.
2.
3. etc.
Clincher

IV. Third Topic
1.
2.
3. etc.
Clincher

V. Fourth Topic
1.
2.
3. etc.
Clincher

VI. Conclusion
1. Re-state Topics
2. Most Significant
3. & WHY

Expanded Essay: 7¶ (5 topics)

Introduction
1. Attention
2. Background/Thesis
3. State Topics

II. First Topic
1.
2.
3. etc.
Clincher

III. Second Topic
1.
2.
3. etc.
Clincher

IV. Third Topic
1.
2.
3. etc.
Clincher

V. Fourth Topic
1.
2.
3. etc.
Clincher

VI. Fifth Topic
1.
2.
3. etc.
Clincher

VII. Conclusion
1. Re-state Topics
2. Most Significant
3. & WHY



SAT/ACT Essay

(a 2-topic, 4¶ model works well)

I. Intro

1. attention getter (if possible)
2. state opinion clearly (Argumentative)
3. hint/allude to topics (avoid redundancy)

II. Topic A

one supporting example, reason, illustration with as much detail as time and space will allow

III. Topic B

another supporting example, reason, illustration with as much detail as time and space will allow

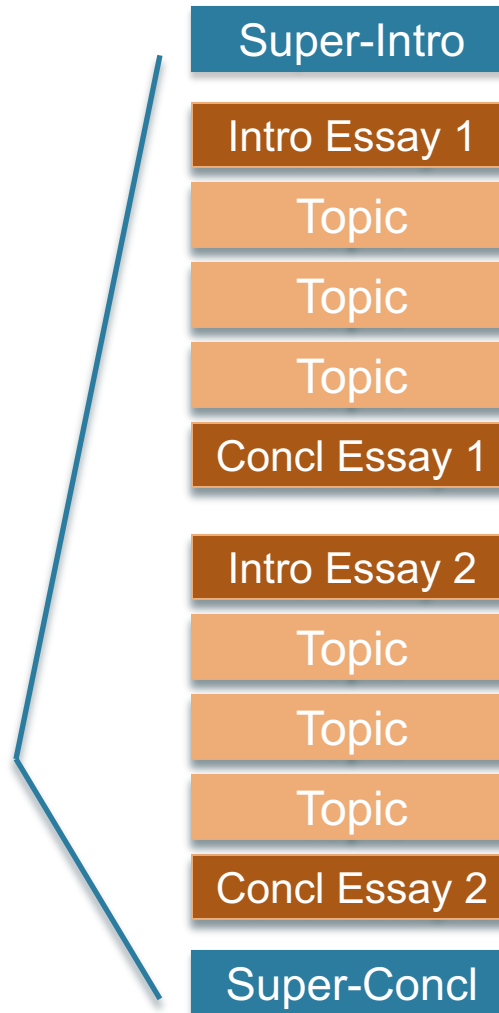
IV. Conclusion

1. Echo topics (avoid redundancy)
2. Restate opinion clearly
3. Significance/impact; make a call to action



Super Essay Model

12–16 ¶



Super-Duper Essay

Super-Duper Intro

Intro Essay 1

Topic

Topic

Topic

Concl Essay 1

Intro Essay 2

Topic

Topic

Topic

Concl Essay 2

Intro Essay 3

Topic

Topic

Topic

Concl Essay 3

Super-Duper Conclusion



A questions few that came in

- How do you use Unit 8 with a student to write a 10-15 page science research paper?
- How can I make teaching essay writing for primary grades easier?



A Review of the Style Rules

Once a stylistic technique is introduced, it should always be included on the checklist.

❖ Dress-ups

- **Minimum Rule:** Each one in every paragraph.
- **Indicator:** Underline one of each in every paragraph.



A Review of the Style Rules

Once a stylistic technique is introduced, it should always be included on the checklist.

❖ Dress-ups

❖ Sentence Openers

- ✘ Minimum Rule: Each one in every paragraph as possible.
- ✘ No more than two of the same in a row.*
- ✘ Indicators:
 - ✘ Mark one of each sentence opener per paragraph until you know all six.
 - ✘ *When all six are learned, mark every sentence (in the margin or in front of a sentence) so as to catch yourself if you break the “no more than two of the same in a row” rule



A Review of the Style Rules

Once a stylistic technique is introduced, it should always be included on the checklist.

❖ Dress-ups

❖ Sentence Openers

❖ Decorations

- ✘ Minimum Rule: One different decoration per paragraph as possible. (If you only know one, use that one in every ¶)
- ✘ Indicator: Italics or “dec” in margin



Stylistic Techniques Pacing

- Techniques should be “drilled in” as they become EASY.

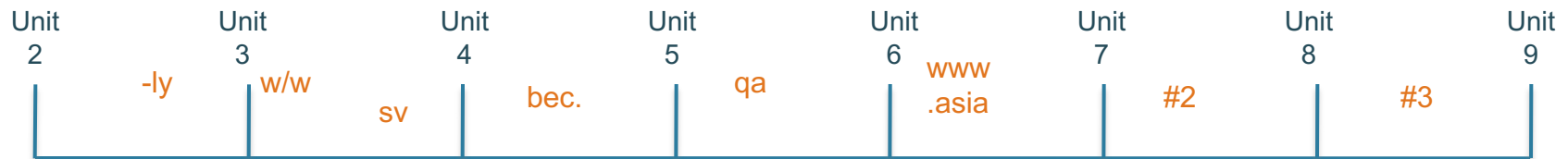


- Example:



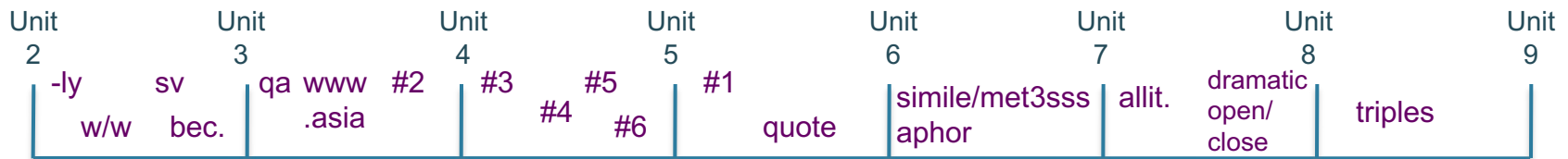
Stylistic Techniques Pacing

An example of pacing for slower, younger, or less experienced students:



Stylistic Techniques Pacing

An example of pacing for faster, older, or more experienced students:



Any more questions?



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LEVEL B LENGTH: 3–5 paragraphs

What could you do to **help** people that are hurting because of natural disasters?



LEVEL C LENGTH: 5–7 paragraphs

More than 135 million people worldwide may need humanitarian aid... What could you do to generate community involvement in solving these problems?



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