**Intro paragraph:**

**Hook**

Provide context for your reader (what articles/texts will you be referencing?)

**Thesis Statement: BIG CLAIM**

**Body Paragraphs:** (number will vary depending on BIG CLAIM)

**Topic:** 1st small claim that will prove your BIG claim

**Important evidence:** evidence from the text that supports your small claim

**Details x2:** About your evidence and how it supports/proves your claim

**Ending:** Wrap up your 1st small claim and tell how it supports your BIG claim

**Conclusion paragraph:**

**Restate thesis:** BIG CLAIM

**Reiterate** your small claims

**Wrap up** essay
Add these to the BACK of your Writing Notes page

Body Paragraphs:
- The first three cover: The main topics used to prove the thesis
- The final paragraph covers: A counter argument, and evidence disproving it
- Are organized using: TIDDIDDE
**T=Topic**

- Topic sentence
- Introduces your reader to the subject/topic of the paragraph
- Uses a transition word/phrase
I=important evidence
D=Detailed Analysis of evidence

• EVIDENCE from text ("I")
  • Cite specific examples from the texts that support your claim.

• Elaboration ("D")
  • Give analysis of the evidence you used= what it means and how it proves your THESIS.
E = Ending

• Conclusion / Ending
• “Sum up” your writing
  • What did you just write about?
Topic sentence. Comes first in the paragraph and is used to introduce the reader to the topic of the paragraph. Works with the bottom bun (Conclusion sentence) to hold the paragraph together.

Burger Meat/veggies/condiments=
They represent Evidence: meat, and Details: veggies and condiments. All go between the buns. They are the main part of the paragraph. They can be layered in many different ways, but all work together to show how the topic proves the thesis.

Bottom Bun= Conclusion sentence. Comes last in the paragraph and is used to let the reader know the topic is ending. Works with the top bun (introduction sentence) to hold the paragraph together.
**Conclusion Paragraphs:** The final paragraph of the essay

- Restate the thesis statement
- Recap all main topics that proved the thesis
- Conclude with a hook that will leave an impression upon your reader= make them remember your essay
Body Paragraph Sample

Use the following student introduction paragraph to label the following:
- Underline and label the TOPIC SENTENCE in BLACK.
- Underline and label the EVIDENCE in BLUE.
- Underline and label DETAILS in RED.
- Underline and label the ENDING SENTENCE/CONCLUSION in BLACK.

Conclusion Paragraph Sample

Use the following student introduction paragraph to label the following:
- Highlight and label the restated THESIS STATEMENT in one color.
- Highlight and label the RECAP of covered topics in a different color.
- Highlight and label the ending HOOK
Well-Organized Essay Project
DUE SEPTEMBER 27/28, 2017

In order to better understand the organization of essays, you will create an illustration to represent how essays should be organized.

You may select any section/s of an essay (introduction paragraph, thesis statements, body paragraphs, conclusion paragraphs, the whole essay) to illustrate. Use your Well-Organized Essay Notes as a guide. Think of something YOU are already familiar with! Do you play a sport, or instrument? Fond of a certain food? Like to paint/draw/act? Interested in mechanics or building things? How could you use that to illustrate essay organization?

Be creative! Use what you are already familiar with to better understand and illustrate how essays are organized.
Your presentation must include the following:
- Be on a poster board
- A typed summary of why you selected the writing section (introduction paragraph, thesis statements, body paragraphs, conclusion paragraphs, the whole essay) and illustration used in your project.
- A typed writing example of the writing section (introduction paragraph, thesis statements, body paragraphs, conclusion paragraphs, the whole essay) you selected.
- An illustration or picture of what you are using to explain organized writing. May be created by hand, or printed.
- Annotations of the illustration or image to show the sections of the picture and how they relate to organized writing.
  - Be presented to the class.

My example: a hamburger represents body paragraphs.

**Top Bun = topic sentence.** Comes first in the paragraph and is used to introduce the reader to the topic of the paragraph. Works with the bottom bun (conclusion sentence) to hold the paragraph together.

**Burger Meat/veggies/condiments = They represent Evidence: meat, and Details: veggies and condiments.** All go between the buns. They are the main part of the paragraph. They can be layered in many different ways, but all work together to show how the topic proves the thesis.

**Bottom Bun = Conclusion sentence.** Comes last in the paragraph and is used to let the reader know the topic is ending. Works with the top bun (introduction sentence) to hold the paragraph together.

**SUMMARY:** (you will write a complete summary)
I selected a hamburger to represent the body paragraphs of an essay because......

**WRITING EXAMPLE:** (you will write a complete example)
Football players should be paid more due to potential concussions. (topic sentence and top bun). According to a recent study......
### Well-Organized Essay Project: Rubric

<table>
<thead>
<tr>
<th>POINTS</th>
<th>0</th>
<th>5</th>
<th>10</th>
<th>15</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Creativity</td>
<td>Project is not on a poster and is not organized.</td>
<td>Project is on a poster but is unorganized and difficult to read and understand.</td>
<td>Project is on poster and is easy to understand and read.</td>
<td>Project is on poster and is easy to understand and read. It flows well, and shows great effort.</td>
<td>Project is on poster and is easy to understand and read. It flows well, and shows great effort.</td>
</tr>
<tr>
<td>Summary</td>
<td>Summary example is non-existent.</td>
<td>Summary is: Less than 5 sentences - shows no thought or effort - Does not hardly explain why you selected the illustration/picture to illustrate writing - Is full of spelling or grammatical errors.</td>
<td>Summary is: Less than half a page (6-7 sentences) - shows little thought or effort - Explains why you selected the illustration/picture to illustrate writing - Is written, with spelling or grammatical errors.</td>
<td>Summary is: Half a page (8-10 sentences) - shows adequate thought or effort - Explains why you selected the illustration/picture to illustrate writing - Is clearly written, with few to no spelling or grammatical errors.</td>
<td>Summary is: Almost a page (10+ sentences) - shows excellent thought or effort - Explains why you selected the illustration/picture to illustrate writing - Is clearly written, with no spelling or grammatical errors.</td>
</tr>
<tr>
<td>Illustration/Picture</td>
<td>There is no illustration/picture.</td>
<td>The illustration/image selected is not colorful or neat. Is not large enough to see across the room.</td>
<td>The illustration/image selected is almost large enough to see across the room.</td>
<td>The illustration/image selected is colorful. Almost large enough to see across the room.</td>
<td>The illustration/image selected is colorful and neat. Large enough to see across the room.</td>
</tr>
<tr>
<td>Annotations of Illustration/Picture</td>
<td>There are no annotations of the illustration/picture.</td>
<td>Annotations of the illustration/picture are present, but not fully developed.</td>
<td>Annotations of the illustration/picture are present, but not fully developed. They explain connection between image/illustration and essay.</td>
<td>Annotations of the illustration/picture are present, but not fully developed. They accurately explain connection between image/illustration and essay.</td>
<td>All elements of illustration/image are annotating, providing detailed explanation of how each section represents an essay.</td>
</tr>
<tr>
<td>Presentation</td>
<td>Does not present.</td>
<td>Leaves out 3 or more essential parts and does not provide indicated explanations.</td>
<td>Leaves out 2 essential parts and does not provide indicated explanations. Does not make eye contact with audience.</td>
<td>Leaves out 1 essential part and provides most indicated explanations. Does not make eye contact with audience.</td>
<td>Thoroughly presents all indicators of project and addresses audience with direct eye contact and clear voice.</td>
</tr>
</tbody>
</table>

**FINAL GRADE:** ____________/120