Whole Class: Unpacking the Prompt +
   Thesis Statement Bootcamp
Small Group Rotations: Org./Outlines, Evidence- Grit,
   Evidence- Growth Mindest, Transitions
Steps to Reading Prompts:

- **Step 1:** Read the whole prompt through.
- **Step 2:** Circle the verbs (verbs tell us what to do).
- **Step 3:** Underline the important words and phrases...the specifics.
- **Step 4:** Number the main parts of the prompt (if you can) – these will become your body paragraphs.
- **Step 5:** Answer the question – in your own words – “what am I being asked to do?”
- **Step 6:** Write essential questions – these are questions that MUST be answered in order to fully address ALL aspects of the prompt - and think about what you believe/how you will answer (research).
UNPACKING THE PROMPT CONT’D:
LOOK FOR VERBS AND PLAN!

• Verbs (explain, describe, answer etc.) tell you what you are actually required to do.

• What is the difference between:
  – Explain
  – Describe
  – Analyze
  – Develop

• Next, you want to plan!

• Take 5-10 minutes to organize your thoughts, get your examples and write an outline.

• Types of brainstorms:
  – Bubble map
  – Linear outline
  – Flow chart
  – Evidence boxes
THESIS STATEMENT BOOTCAMP:

- TIME TO GET IN SHAPE!
An outline allows a writer to categorize the main points, to organize the paragraphs into an order that makes sense, and to make sure that each paragraph/idea can be fully developed. Essentially, an outline helps prevent a writer from getting stuck when performing the actual writing of the essay.

4-Step Outlining Process:

**Step 1- Establish Your Purpose/Focus.** What do you want the reader to understand about your topic? Consider the specific take-home messages you want to leave with them.

**Step 2- Create A List Of Main Ideas/Reasoning.** This is the brainstorming part of the writing process. The goal here is to come up with a list of essential ideas that you are planning to present in your essay.

**Step 3- Organize Your Main Ideas/Reasoning.** The goal of this step is to rearrange the list of ideas that you came up with in Step 2, putting them in an order that will make sense to you and the reader. Some common organizational structures are cause and effect, classification, chronological and process.

**Step 4- Flush Out Your Main Points.** Add some relevant content to help support each main idea. Expand upon your original ideas by adding more detail to each concept by including examples, quotes, facts, theories or personal anecdotes. While this step may seem tedious, it will make your drafting process much easier. You'll save time in the long run because your paper will be more logical and focused and your ideas will be fully developed.

**DIRECTIONS:**
Fine tune the organization of your diagnostic essay by completing the outline handout provided for you. Be sure to include this in your notebook once it is complete.
There are many ways to present your evidence. Often, your evidence will be included as text in the body of your paper, as a quotation, paraphrase, or summary.

- **Quotations**: When you quote, you are reproducing another writer’s words exactly as they appear on the page.
- **Paraphrasing**: When you paraphrase, you take a specific section of a text and put it into your own words.
- **Summary**: When you summarize, you are offering an overview of an entire text, or at least a lengthy section of a text.

**DIRECTIONS:**

- Read through the questions on the handout provided so you know what you need to be listening for during the speech.
- During the TED Talk video, answer the questions on the handout in the folder in your notebook, paying close attention to when you are quoting, paraphrasing, or summarizing information.
Transitions show how your paragraphs work together and build off each other. However, when you fail to use transitions, your essay could end up feeling choppy and leave the reader struggling to follow your train of thought. Because of this, it’s important to use paragraph transitions in every essay.

Moving from one paragraph to the next…

**Topic Sentences with Transitions**

**Questions to Ask:**

- What is the general statement that organizes this paragraph?
- How is it connected to my previous paragraph/idea?

**Don’t forget the importance of transitions within the paragraph. The reader shouldn’t have to make the leap from one idea to the next.**

**Transitions Introducing Evidence**

**Questions to Ask:**

- What specific information is leading up to my evidence or examples?
- What is needed for the reader to understand my point before I make it?
- Where did I get this evidence from?
- Or, what gives my evidence credibility?
Examples of Transitions/Transitional Phrases for Paragraphs:
- First, second, third
- Comparatively
- Additionally
- Although this may be true...
- In contrast
- Be that as it may
- Although
- Despite
- However
- Provided that
- With this in mind
- In other words
- For this reason
- As a result
- Another key point
- A point often overlooked
- With this in mind

Examples of Transitions into Quotations:
- In his article, “___,” X states, “___” (#).  
- As the prominent researcher X puts it, “_____” (#).
- According to X, “___” (#).
- X argues that “___” (#).
- In her book, ______, X maintains that “___” (#).
- In X’s view, “_____” (#).
- X agrees when she writes, “_____” (#).
- X disagrees when he writes, “_______” (#).
- Writing in the magazine Newsweek, X complains that “______” (#).
- In her book, ______, X acknowledges that “_______” (#).
- X emphasizes this when he argues, “_____” (#).

DIRECTIONS: Use your diagnostic essay for applied practice with your use of transitions. For this activity, the following needs to be completed in your notebook:
1. Choose a transition/transitional phrase that better introduces the main idea of each body paragraph and record each new body paragraph topic sentence.
2. Choose transitions to introduce each different piece of evidence you will incorporate into your essay (some of this may come when you are working at your evidence stations).
There are many ways to present your evidence. Often, your evidence will be included as text in the body of your paper, as a quotation, paraphrase, or summary.

- **Quotations**: When you quote, you are reproducing another writer’s words exactly as they appear on the page.
- **Paraphrasing**: When you paraphrase, you take a specific section of a text and put it into your own words.
- **Summary**: When you summarize, you are offering an overview of an entire text, or at least a lengthy section of a text.

**DIRECTIONS**:

- Read the through the questions on the handout provided so you know what you need to be listening for during the speech.
- Watch the TED Talk “The Power of Believing that You Can Improve” by Carol Dweck at https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve
- During the TED Talk video, answer the questions on the handout in the folder in your notebook, paying close attention to when you are quoting, paraphrasing, or summarizing information.