

# Table of Contents

## *Essay Styles for High School*

	<u>Page</u>
Introduction	5
Teacher's Notes	6
Subject Integration Possibilities	
Honors Credit	
The Process of Writing	
Essay Styles	
Essay Presentation	
Understanding the Units	
Special Features	
Teacher Preparation	
Final Note	
Support	
Narrative Essay	11
Descriptive Essay	17
Expository Essay	23
Persuasive Essay	29
Comparison/Contrast Essay	35
Honors Essay	41
Glossary	42
Appendix A - Student samples of Each Essay Type	45
Appendix B – Outlining Examples	59
Appendix C – Editing Checklist	61
Appendix D – Grading Rubrics for Each Essay Type	63
Appendix E – “Show, Don’t Tell” Concept	69
Appendix F – Graded Samples of First Drafts	71
Appendix G – Using Microsoft Word Editing Tools	77
Appendix H – Teaching and Evaluation Tips	81

# Introduction

Essay writing, required for every high school student, requires a clear understanding of the essay types, essay structure, the writing process and solid evaluation to be thoroughly beneficial. Students who can express themselves well through writing tend to achieve more in every subject area. Writing promotes more succinct communication, organization skills and higher level thinking. It develops confidence, creates an outlet for healthy expression and strengthens a student's overall academic prowess. At Train up a Child Publishing, we don't view writing as a subject, but rather an essential life skill. In fact, the ability to write well will help your student succeed well beyond high school and college!

With our high school curriculum, *Essay Styles for High School*, your student will learn to write the five most common types of essays: narrative, descriptive, expository, persuasive, and comparison/contrast. This course is designed with step-by-step, detailed instructions for both the student and teacher providing a clear picture of each essay style along with solid goals and objectives. Even parents who do not view themselves as strong writers can teach this course because the evaluation section describes exactly what you need to look for in your student's writing and explains how to determine a fair grade, as well.

Other notable highlights include:

- An introduction with information about the writing process and how to fully use the curriculum.
- Essay units including definitions, goals and objectives, warm up exercises and step by step instructions for writing and evaluating each essay.
- Step by step instructions focusing on topic selection, writing thesis statements, outlining, central writing ideas, note taking and the actual composing of the essays.
- Evaluation directions, rubric usage and recommendations for the teacher.
- The opportunity to utilize the course for honors credit.
- A glossary of terms.
- Appendices containing helpful tools such as:
  - essay samples written by students
  - graded essay samples
  - outlining examples
  - editing checklist
  - grading suggestions
  - rubric directions and templates for each style
  - special instructions and exercises for teaching students the concept “show, don't tell”
  - grading suggestions using MS Word's editing tools

Your student will not need to fear the writing required for high school history, science, and literature after taking this course. By using *Essay Styles for High School*, you can provide him with the necessary writing skills to succeed in high school and continue on to college and beyond.

## Teacher's Notes

The *Essay Styles* course was designed for students with some basic writing skills including solid use of punctuation and grammar, the ability to form solid paragraphs and a general understanding of writing to communicate. In most cases, freshman high school students are equipped to utilize this course. Eighth graders seeking early high school credit, with strong writing skills, could benefit as well. Any high school student who hasn't studied the various essay styles, no matter what age or grade, should have such a course before graduation.

*Essay Styles* is designed to be the backbone of a one year (1 credit) high school level English course. The focus on this curriculum is composition, although we recommend you also teach grammar and spelling through correction of your student's writing. A detailed high school or college grammar reference will be invaluable for you and your student to review such basics as proper punctuation, subject-verb/tense agreement, use of strong verbs, independent and dependent clauses, parallelism, adjective and adverb usage, and correct understanding of homonyms.

We recommend adding literature studies to round out your year if you are using this course for the main English credit for a year of high school.\* (Vocabulary could be studied through the literature component.) Choosing 1-2 books per semester to read and discuss, in addition to following this curriculum, should give your student a solid basis for earning an English credit. For the first book, might we recommend *How to Read a Book*, by Mortimer Adler? This is a foundational book that will instruct your student to read *actively*, which will positively affect the rest of your student's high school and college reading. Read more about *How to Read a Book* at our website under *Books: Recommended High School and Adult Reading*.

\*Alternatively, if you are taking this course concurrently with a literature course, you may consider this a 1/2 credit English elective. See more about this below.

## Subject Integration Possibilities

It is possible to teach this course concurrently with American Literature, World Literature, British Literature or almost any history course. You could even incorporate science classes or certain elective courses, if desired. Depending on your state laws, the essays written in this course could be directly applied as assignments for other courses. For example, if you were studying the U.S.

Colonial period, writing a narrative essay as an early colonist or a major historical figure, such as Thomas Jefferson, would be appropriate. The descriptive essay style works well with literature, with the student describing a character or setting. When writing about any non-fiction topic, the expository style may be used. Possible examples would be explaining the process of photosynthesis or discussing the causes of the Cold War. Persuasive essays are ideal for topics like why creation science makes sense or the influence that a particular author had on his genre or time period. Almost any subject matter can be compared and contrasted such as two different historical events or time periods, or characters from different books by the same the author. Not only does this methodology allow a student to use his time and effort efficiently, it also immediately provides an opportunity for the student to apply what he is learning.

## Honors Credit

One option available with this course is **Honors** credit. It is best to decide ahead of time if your student will be following an honors track with this course. An Honors curriculum should more challenging and time consuming, typically requiring higher level thinking skills and more effort.

Ways to make this course honors include the following:

- The topics chosen should be challenging, often requiring more extensive research.
- The length of honors essays should fall on the long end of the range given.
- The expectations for evaluation should be higher with the student working diligently on self-editing.
- The student should complete the honors essay at the end of the course, including a challenging topic, demonstrating strong note taking, outlining, writing and editing skills.

## The Process of Writing

The process of writing is essential to the understanding of this course. With each style of essay, students will be required to minimally do the following:

- Select a topic that is appropriate for the essay style
- Take sufficient notes to complete the essay
- Write a thesis statement
- Create an outline
- Use the outline to write an essay 4-8 paragraphs in length
- Use a checklist to self-edit writing
- Write multiple drafts that improve with each effort
- Complete a final draft that demonstrates knowledge of the essay style, content and writing skills.

It is imperative that students complete every step of the writing process. Even if a student is talented enough to write an essay without an outline (not many demonstrate such ability), it is essential to develop this skill for more challenging work in the future. Initially, the teacher should evaluate each step of the process to make sure that the student is completing them thoroughly and correctly.

## Essay Styles

The styles of essays studied in this curriculum include narrative, descriptive, expository, persuasive, and comparison/contrast. A very brief description of each might be:

1. **Narrative** – tells a story, most often written in first person using “I”.
2. **Descriptive** – as it implies, this style is used to describe someone or something.
3. **Expository** – known as the “teaching” essay, this style often imparts how to do something or provides information.
4. **Persuasive** – a style that is used to argue a specific point with strong support.
5. **Comparison/Contrast** – an essay that explains the similarities and differences of two or more ideas, people or things.

For most students, the first three styles are less challenging than the last two, and are therefore presented in order from least challenging to more challenging in the lesson plans. Each unit of this curriculum focuses on one particular essay with the ultimate goal being completion of that essay style. The last unit, for Honors credit, allows students to select a style that they enjoy or feel to be the most challenging and write an additional essay.


## Essay Presentation

It is assumed that by this point, students are able to use the computer and type essays rather than write them. Hand writing multiple drafts of an essay is time consuming and frustrating. As students save their work, require them to number and save each draft.

We recommend that the following computer formatting style be implemented for consistency and general practice:





1. Fonts should be 12 point and readable rather than decorative. Recommended fonts include Times New Roman, Arial, or Tahoma.
2. Titles for essays should be in a 14 point font and bolded. The titles are typically centered on the first page of the essay with the student’s name and the date of the assignment in 12 point, not bolded, below the title.
3. Paragraphs should be indented and double spaced.
4. Titles (book, magazine, etc.) should be bolded rather than underlined. Quotes should contain quotation marks or be italicized, but not both.
5. Spelling and grammar checks are optional and should their usage should be determined by the teacher. By high school, we suggest that students use spell check and grammar check on their computers because in college and as adults, they will most likely do so.
6. Most essays of this nature do not include formal citations or footnotes. Usually if another source is referred to, it is included in the text of the paper, for example: “According to the 11/01/08 issue of *News Magazine*, approximately 83% of Americans believed endangered species should be protected by the federal government.” Citations will be fully covered in our *Research Paper* curriculum.

# Understanding the Units

Each of the essay units is similarly designed and follows in chronological order as it is to be completed. Pay particular attention to who is to read each section, as some sections are written to the teacher, some are to be read by both the teacher and the student, and some are written directly to the student. For clarity, the sections written directly to the student will be indicated throughout the curriculum by a light bulb  at the beginning of the section.

Particularly in the evaluation sections, directions are often repeated. *However, read through each section of every new essay because some of the directions have just one sentence that has been changed to reflect that particular essay style.* In fact, we strongly suggest that teachers adequately prepare to teach each unit by first reading it through a few times prior to beginning.

The unit sections are as follows:

- *Timeframe for Completion* – this is an estimate for the average student. Your student may need more or less time, which is fine as long as the work is properly completed. This is an excellent opportunity for high school students to learn to set and meet deadlines. You may want to have consequences for late deadlines to reinforce this important life skill.
- *Definition* – While this portion is *written to the teacher*, it should be read and discussed by the teacher and the student prior to beginning each essay. The definition not only explains the essay type, but also allows for differentiation between the essays.
-  *Tips for Solid Writing* – *Directed to the student*, these tips are different with each essay, but focus on practical writing skills that will enhance the quality of the student’s essay.
-  *Essay details* – These details, *written to the student*, more clearly define the requirements for the essay in an easy to read bullet format.
- *Objectives* – While *written to the teacher*, these three types of goals should be read and understood by the student, as well. They provide direction for what the student should accomplish with this essay and also focus on what will be evaluated in the end.
-  *Writing Warm-up* – *Written to the student*, this brief activity is designed to help the student mentally prepare for the essay assignment by completing a shorter oral or written assignment using similar ideas.
-  *Assignment steps* – *Written for the student* to follow, they provide detailed instructions on how to complete the various essay writing steps as outlined in the Writing Process above. Note that the Assignment Steps continue after the evaluation of the first draft of the essay.
- *Evaluation* – *Written to assist the teacher*, this procedure was designed to make the evaluation process easier and more understandable for both the teacher and the student.

## Special Features

- *Bolded words* – The bolded words found throughout the units are defined in the glossary section at the back of the curriculum.
- *Appendices* – Throughout the curriculum there are references to the Appendices for sample essays, evaluation rubrics, an editing checklist and more! We suggest you become very familiar with this section as it will help solidify each essay type in your mind and give you confidence to properly evaluate your student’s work.

## Teacher Preparation

Although written to the student as well as the teacher, this curriculum will be most effective with consistent teacher support and involvement. It is important for teachers to be familiar with the curriculum as well as to return their students’ graded drafts in a timely manner. Rather than just handing the curriculum to your student, please dialogue with him about each essay type and what is expected from him for each assignment. As well, if you find your student making repeated errors in a particular area, please allow time to reteach and review the problem before moving on to the next assignment. More detailed information about teaching and evaluation is located in Appendix H, *Teaching and Evaluation*.

## Final Note

Essay writing requires not only instruction, but practice. The amount of time that your student commits to the process of writing will be evident in the work produced. We encourage all students and teachers not to skip steps or drafts. This style of writing is not only useful for academic purposes but also contributes to the ability of students to articulately communicate with the written word overall. May God bless your endeavors!

## Support

If you have any questions about how to use this curriculum, please contact us at [infodesk@trainupachildpub.com](mailto:infodesk@trainupachildpub.com) and we will get back to you within one business day. We are here to help you succeed!

\*\*\*\*\*

### Sample of the First Essay followed by a portion of the Teacher’s Evaluation Tips

## Narrative Essay

Telling a Story or Retelling an Event

**Timeframe for Completion:** 4-6 weeks

## Definition:

A narrative essay is designed to tell a story or retell an event. Typically, the story or event is true and often reveals some change or growth in the writer. Humor is not unusual in narrative essays as a writer shares some foolish behavior that led to growth. Overcoming fear is another common theme.

The goal of a narrative essay is for the writer to provide enough detail and information for the reader to be able to “participate” in the story, feeling as if he was actually there. This requires writing that “shows” but doesn’t “tell.” For more information about teaching this concept to your student, see Appendix E.

Usually, this essay style is not overly challenging because a student is writing about himself, which does not typically require research. However, common pitfalls with this essay style include getting off track easily and not including enough details for the reader. It is essential that the student keep the thesis statement in mind throughout the entire process to avoid these errors.



### Tips for solid narrative writing:

- Relax! This form of writing is not formal and should be enjoyable to write and read.
- Include anecdotes and if possible, dialogue. Both of these ingredients make your essay more believable and interesting.
- Be sure that your essay has a point and that the point is included in the thesis statement.
- Make your story your own by focusing on using your personal writing style. Don’t try to imitate how another person writes with this essay type. It needs to seem personal.
- Avoid clichés. When describing a person or situation, use common place ideas, but not overused jargon.



### Essay details:

- This essay should be 5-8 paragraphs long.
- It does not always require research or documentation.
- Typically, narrative essays are written in the first person. However, it is possible to also write it in the third person with certain topics.
- Sequence is an important aspect of a narrative essay. If the reader can not follow the sequential order of the events, the meaning will not be clear.

## Objectives

### Writing:

The writing style is smooth and sounds as if the writer is recreating a story for the reader.



### Technical:

- All standard technical rules are followed. See Appendix C, the editing checklist, for technical details.
- The essay is within the paragraph guidelines.
- The essay is completed within the agreed upon time frame.
- All computer technical rules are followed. See page 8, *Essay Presentation*.

### Format Related:

- The writer uses dialogue.
- The essay is written in 1<sup>st</sup> or 3<sup>rd</sup> person.
- The sequence of events is logical, makes sense and includes an obvious beginning, middle and end.



### **Writing Warm-up (optional)**

Have you ever had something funny happen to you or watched it happen to someone else? Briefly describe in 2-3 paragraphs a humorous event that happened to you or that you observed. If it's difficult to get started, orally tell the event to a family member or friend and then write it down.



### **Assignment Steps:**

#### **1. Understand the essay type.**

Be sure to read the definition for the narrative essay as well as the objectives so that you have a clear understanding of this essay type. Also read one or both of the sample narrative essays provided in the Appendix. Go over the rubric (see Appendix D) for this paper with your teacher and be sure that you completely understand the expectations.

#### **2. Brainstorm topics.**

Your goal is to brainstorm at least eight possible topics. Feel free to do more! Topic ideas can come from childhood or family life, experiences with friends, summer camp, youth mission trips, and more. Try to select a variety of events. Choose topics that evoke different emotions such as humor, sadness, faith, fear, or peace. The story can only be a maximum of eight paragraphs so select a topic that revolves around a single event or short time period.

#### **3. Narrow down your topics.**

Out of the eight topics that you brainstormed, select the four that you think are the most interesting. Again, try to select topics that evoke different emotions. Don't choose four humorous topics or four sad topics. Once you have these topics, write each on top of a piece of paper. On each sheet of paper, write as many details as possible about the topic. **Remember that these are notes and don't need to be in complete sentences.** Note the location, people involved, problem or situation that is the center of the story, and any other pertinent details. Try to get down at least a half of a page of notes for each topic.

#### **4. Evaluate your notes and select one topic.**

Determine which topic appeals to you most based on your interest, the length of your notes and your ability to keep it within the paragraph limitations. Also, make sure that you remember the event well enough to tell the story thoroughly and with the important details.

#### **5. Take notes on your topic.**

If it's an event that friends or family members participated in, you might want to interview them to see if there are details you've forgotten. If it's a story that has been handed down by family members, and you weren't actually in attendance, you'll have to interview others to get the story details. Notes do not have to be in complete sentences but they should be detailed enough so you don't have difficulty understanding them later, particularly if you're interviewing other people. As you take notes, consider the following:

- The sequence of the events that you will include.
- Background information that the reader will need to understand the story.
- The **point of view** in which you will be writing.
- The point or purpose of your paper. This will become your **thesis statement** later.
- The **tone** of your paper. Your writing may be very formal or informal, serious or lighthearted, **ironic** or sincere, etc. Use of vocabulary, sentence structure, and dialogue each affect the tone of your writing.
- The more notes you create, the easier your essay will be to write!

#### **6. Write your thesis statement.**

A thesis statement is a single sentence that expresses the main idea of your paper. It is the driving force behind your essay, so it should be clear and concise. With a narrative essay, the thesis statement usually expresses the point of the story that you're narrating. If you have difficulty writing a thesis statement, ask yourself these questions: *What did I learn? How did I grow? Why was that so important to me? Why did I remember that? How did that influence me?*

#### **7. Outline your essay.**

There are two common types of outlines used in essay writing: traditional and web. If you are unfamiliar with creating an outline, see Appendix B for instructions and examples. Your outline should include the introduction and conclusion as well as the main points of your essay. With a narrative essay, the sequencing of events can be helpful in outlining. Think of your outline as the skeleton of your paper. It's a tool that you're creating to help you write the actual essay.

#### **8. Write your introduction.**

This paragraph is particularly important in every essay because it's the first contact that the reader will have with you. As a writer, it is important to begin with something that makes your reader desire to continue reading! Points to consider as you write your narrative essay introduction include:

- Include your thesis statement in your introduction.

- Use your introductory paragraph to set the scene for your narrative story.
- Consider using an interesting quote or point from your story to grab your reader's attention.
- Don't reveal too much of your story; save some suspense for later in the essay.

### **9. Write the body of your paper.**

This step should be broken up over 2-3 days depending on the length of your paper. As you connect the introductory paragraph to the first paragraph of the body, be sure to use a **transition sentence**. The transition sentence can be at the end of the introductory paragraph or at the beginning of the first paragraph of the body. It's essential that you follow your outline to keep your essay in order. If you find that you've left something out of your outline or that it's not working in the order that you have it, redo the outline before continuing. It's best to work on writing two well developed paragraphs each day until the body is complete.

### **10. Write the conclusion of your paper.**

The last paragraph of your paper is just as essential as the introduction. It is also the one part of the essay that is often most neglected by students, so be careful. Since the thesis statement is the main idea, it is an important thought with which to leave the reader.

The best way to do this is to include the thesis statement in your concluding paragraph, but phrased differently than in the introduction. For example, the following thesis statement might appear in the introductory paragraph:

*Two weeks at a Christian summer camp completely changed my life.*

That same thesis statement in the conclusion might be restated in the following way:

*Clearly summer camp impacted my life in a serious way.*

Another role of the concluding paragraph is to reiterate the most important points from the paper, thus supporting the thesis again. With a narrative essay, it's fine to just let the conclusion include the story ending, but don't overlook reiterating the thesis idea. No matter which essay you are writing, you want the essay to end with strong, confident writing, leaving the reader with a very clear understanding of your point.

### **11. Edit your first draft.**

Pull out your handy self-editing checklist to complete today's assignment. You can find the editing checklist in Appendix C. There's the right way to edit and the wrong way! The wrong way includes trying to edit while others are making noise or putting yourself in a location where there is a television or music playing, briefly reading your paper to yourself and counting it done, or relying on your computer to find your errors. The right way to edit includes the following steps:

- *Read your paper aloud* once to find the obvious errors: spelling, missing words, and incorrect or missing punctuation. Some students can leave their essays on the computer and find errors. Others need to print out their essays in order to locate errors. Try both ways and see which works best for you.
- *Put your paper away for an hour or so and then read it aloud again.* This time focus on how strong your writing seems. Are your points clear? Do you assume that the reader knows information that isn't obvious? Do you think the reader can create a picture in his head from reading your writing?
- Next, *utilize your editing checklist* and cover each of the details as noted on the list.
- If possible, *read it aloud to a friend or family member* (other than the person who will be grading it) to get advice on clarifying points and description.

Self-editing is typically the weakest area for high school students. Do not think of your teacher as being your editor...you are your *own* editor and ultimately responsible for the finished product. As this is the first draft, you will most likely need to make some improvements, but be pro-active in locating and correcting as many problems as possible yourself. **Once you have completed self-editing, turn in your paper to be evaluated.**



### **Assignment Steps continued:**

#### **12. Read over your graded draft carefully.**

Be sure to ask your teacher if there are any corrections that you don't understand. Look for mistakes that you make repeatedly and be sure that you understand what you're doing wrong. **Don't get discouraged if your first draft has many errors.** First drafts are usually the most challenging for you and your teacher. Your goal is to make fewer errors with each draft as you progress in the course.

#### **13. Make corrections.**

If you have many changes to make, start with those that are easiest for you. If you have a major issue with the paper, such as you wrote it in the wrong person or switched voices in the middle of the essay (this is not uncommon for high school writers), give yourself plenty of time to focus on that problem without dealing with technical issues such as punctuation, spelling, grammar, etc. Sometimes corrections can take 3-4 days. Take the time you need to do edit and correct the paper properly. If you absolutely cannot find a noted error, discuss it with your teacher.

#### **14. Put your essay away for a day.**

If time allows, set your essay aside once you have made the corrections. This allows for a fresh perspective when you do look at it again.

#### **15. Print out the corrected version of your essay.**

Be sure to note that this is a second draft and put the current date on your paper.

**16. Compare your essay drafts.**

This is important! Put your essays side by side and make sure that you have corrected each and every error. This is how your teacher will be grading this draft so you should follow the same procedure. The more time you spend on this draft means less of a possibility of another draft. **Once you have completed this step, turn in your second draft.**

**17. Read over your graded draft carefully.**

Be sure to ask your teacher if there are any corrections that you don't understand. Look for mistakes that you make repeatedly and be sure that you understand what you're doing wrong. You should have fewer errors than with your first draft.

**18. If a third draft is necessary, make the needed corrections to your second draft.**

Complete steps 13 through 16, making sure to label your third draft as such including the date it is turned in.

\*\*\*\*\*

## Evaluation Tips

### Overall Grading Strategies:

Below are overall grading strategies followed by detailed instructions for evaluating the first two drafts of each of the five essay styles taught in this course. We will also suggest how many drafts are reasonable for each type of essay, as some styles are more challenging for many students than others.

There are many ways to grade your students! How a student's grade is averaged, the weight given each component and the ultimate numerical grading scale is entirely up to you. Some teachers decide just to grade the final draft of each essay, while others grade everything a student does pertaining to the course. Some teachers prefer having their student work on a paper until it is "A" level work. It is really up to you!

You may choose to acknowledge and evaluate a student's effort by grading each draft, any notes a student takes during teaching times, the outline for each essay **and** the final drafts. Whatever you decide, the most important point is that both the student and the teacher have a clear understanding of how the grading system works.

#### 1. Initial Draft Considerations:

If you decide to grade each draft, you may want to consider a different grading scale with the very first draft than with the future drafts of each essay type. However, if it is clear by looking at your student's first draft that he obviously did not understand the essay style, major parts of the essay are missing, or the writing just doesn't make sense, all aspects of the essay need to be discussed and reviewed with the student completing a **new** first draft. Don't grade that first attempt. ☺

#### 2. Grading Drafts

Please read through this entire appendix before beginning to grade your student(s) writing.

When you have a first draft that is close to the proper essay style format, even if it isn't perfect, and the writing makes sense, you are ready to grade it. For actual point grading, we recommend the following, with initial drafts of each essay style graded more leniently than later drafts. Check for the following, deducting the amounts recommended:

- Grammar, punctuation and spelling errors: 1/4 point each (1/2 point for later drafts after the initial draft)
- Missing words, run-on sentences and sentences that don't make sense: 1/2 point each (1 point for later drafts)
- Errors consistently found throughout the paper, such as changing verb tenses, switching voices, poor paragraph construction, little or no transition between paragraphs, etc.: 5 points (10 points for later drafts).
- Computer technical detail errors such as incorrect font size, wrong line spacing, etc.: 2 points (5 points for later drafts)

The average of the drafts (and the notes and outline, if you like) counts as 1/2 of the grade, and the final draft counts as the other half.

For the final draft of each essay style, you may choose to use the rubrics designed for that purpose in Appendix D. Rubrics are not only for grading; make sure you go over the rubric with your student so you both are clear on exactly how she will be evaluated. Teach your student to go over the rubric during the self-editing phase for each essay she writes to make sure your instructions were followed completely.

## Detailed Grading Instructions for Each Essay Type

### Evaluation Tips for the First Draft of the Narrative Essay:

#### The First Reading

Read through the essay as if you were reading an article or story. Try not to focus on details, but rather get a sense of the overall story. Do not edit at this point, just read for understanding.

#### The Second Reading

With this reading, consider the following points. Keep in mind that this is your student's first essay in this course and it's the first draft of that essay. This is an appropriate place for encouragement if you feel your student has exhibited a good effort.

- Is there a clear thesis statement?
- Is the story sequence obvious?
- Does the essay make sense?
- Did the student follow the paragraph requirements?
- Note any sentences that don't make sense.
- Is the writing style smooth?
- Is the essay in the 1<sup>st</sup> or 3<sup>rd</sup> person throughout?

We recommend using Microsoft WORD editing tools to edit your student's essays. There are directions for using these features Appendix G, *Using Microsoft Word Editing Tools*

### **The Final Reading**

With this reading, you're not actually reading the essay for content, but to complete more detailed technical editing. You can use the same editing checklist that your student uses to note errors in grammar, spelling, punctuation, etc.

### **Make notes for the student.**

With the first draft, you don't want to totally discourage your student. However, the more notes you can provide to help the student improve in the second draft, the better. Be sure to point the positives as well as the negatives. Writing can be a discouraging activity even for talented students.

**Do not correct your student's paper in the grading process.** Make a copy of the essay so that you have a reference for comparison with the second draft without having to rely on your student. On your copy, note exactly where the technical errors are so you won't have to find them again when grading the second draft. See Appendix F for samples of graded first drafts for student and teacher.

**Grade the first draft.** Again, you don't want to be overly critical with the first draft and discourage your student. However, the overall grade for an essay should include an average of each draft.

**Go over first draft with student.** This is an important step because your student may have questions or concerns about why you marked something. It is an opportunity as well to discover any skill areas that might have been forgotten or neglected in the past and need review. If an error is repeated throughout the essay, focus on it particularly to prevent the same error from occurring again.

### **Evaluation Tips for the Second Draft of the Narrative Essay:**

#### **Compare the essay drafts.**

Put the essays side by side and note whether the student made the corrections or not. Mark any errors that were not corrected or if there was a more serious issue, such as using 1<sup>st</sup> or 3<sup>rd</sup> person, read the entire paper for continued correction.

**Read the essay one more time to be sure that other errors did not occur while the student was making corrections.** This is not uncommon, so don't be surprised if this happens. Just note the errors and discuss them with your student.

**If a third draft is necessary,** return the essay to the student with correction notes.

**If a third draft is NOT necessary,** fill in the rubric (see Appendix D) for this essay, including the overall grade, and return it with the essay to your student.

For third drafts, student and teacher simply need to follow the same procedure as with the second draft. **It is not recommended that a student have more than three drafts for this particular paper.**

\*\*\*\*\*

This is the end of the sample of Essay Styles for High School! If you have any questions about this or any of our other courses, we would love to hear from you at the email address below.