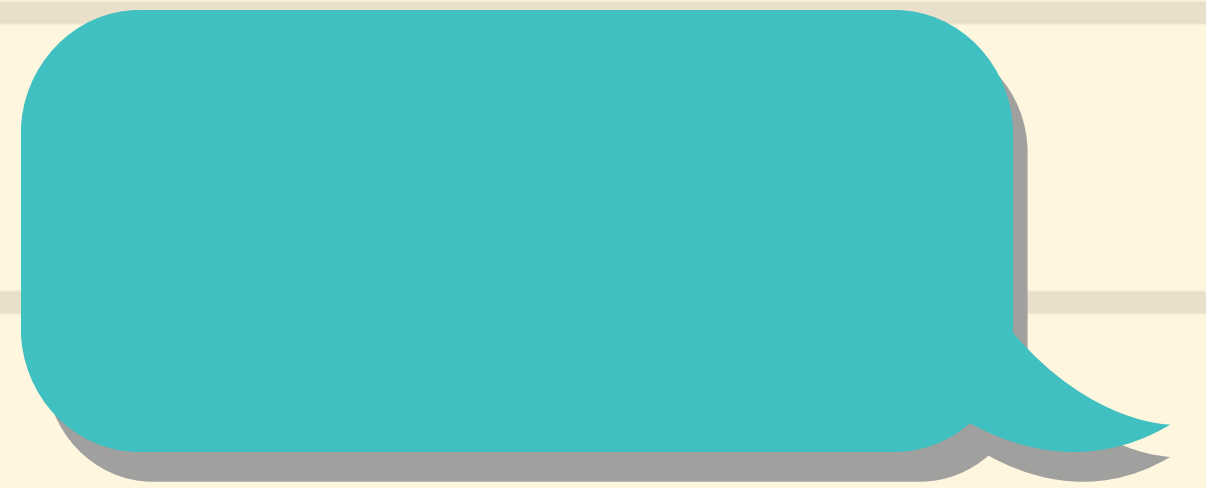


WRITING TASK ORGANIZERS

ARGUMENTATIVE



NARRATIVE



LITERARY
ANALYSIS



RESEARCH

SIMULATION



LITERARY ANALYSIS

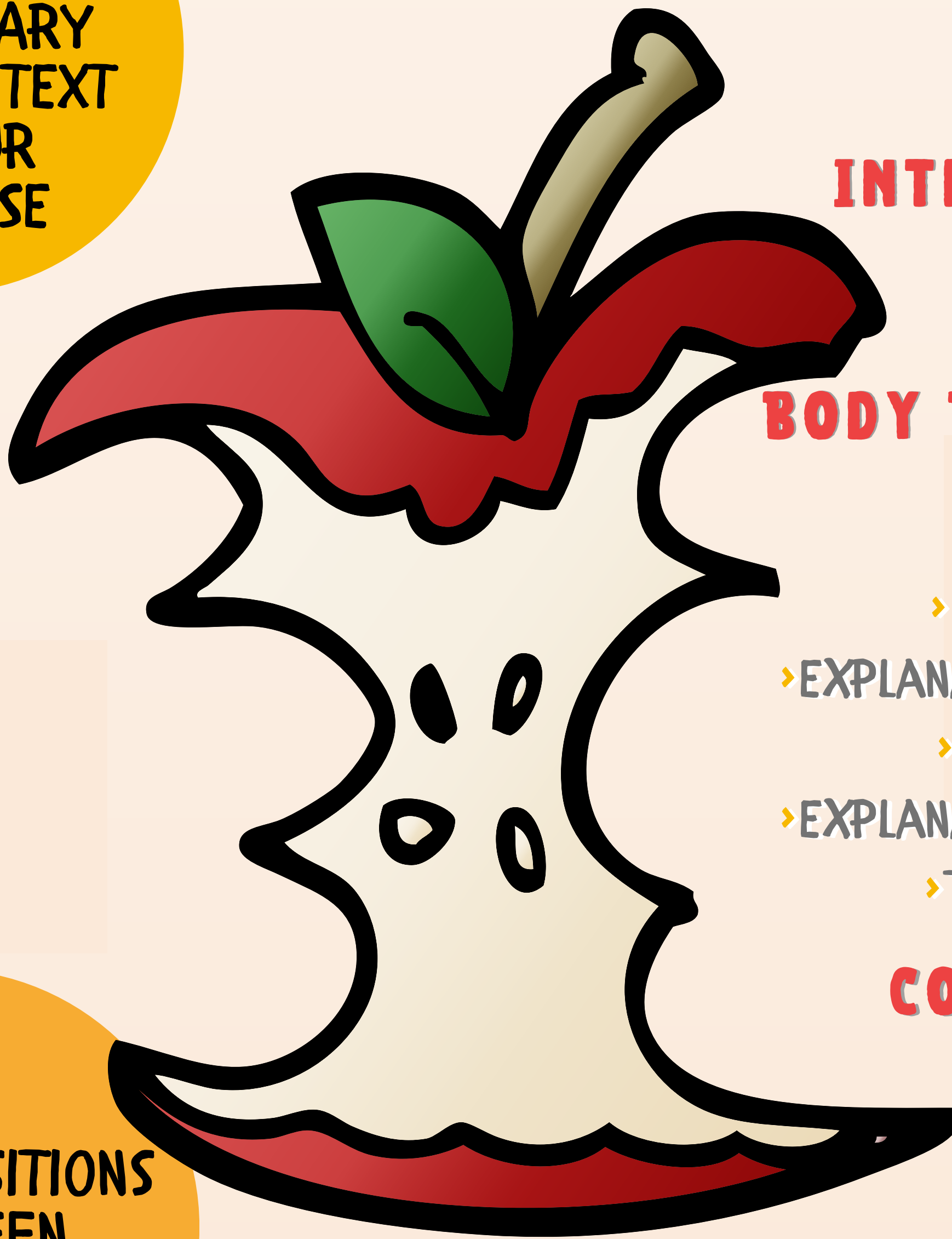
THIS TYPE OF TASK WILL:

NAME SPECIFIC LITERARY ELEMENTS AND REQUIRES THE WRITER TO MAKE CLAIMS ABOUT HOW THE ELEMENT(S) ARE USED IN THE TEXT.

TIP

USE KEY
VOCABULARY
FROM THE TEXT
IN YOUR
RESPONSE

GET TO THE **CORE** OF THE TASK!



INTRODUCTION

- › HOOK‹
- › THESIS‹

BODY PARAGRAPHS (1-3)

- › CLAIM‹
- › EVIDENCE‹
- › EXPLANATIONS/EXAMPLES‹
- › EVIDENCE‹
- › EXPLANATIONS/EXAMPLES‹
- › TRANSITION‹

CONCLUSION

- › REFLECT‹
- › CONNECT‹

TIP

USE TRANSITIONS
BETWEEN
PARAGRAPHS &
SENTENCES

KEEP IN MIND...

- › TASK (WHAT AM I WRITING ABOUT?)
- › AUDIENCE (WHO WOULD BE READING THIS?)
- › PURPOSE (WHY IS THIS IMPORTANT?)

TIP

USE FIGURATIVE
LANGUAGE TO
EMPHASIZE
IMPORTANT IDEAS

RESEARCH SIMULATION

THIS TYPE OF TASK WILL:

REQUIRE THE WRITER TO ANALYZE SEVERAL SOURCES SURROUNDING A SINGLE TOPIC. THE WRITER MUST USE EACH SOURCE'S INFORMATION TO WRITE AN ESSAY RESPONDING TO SPECIFIC QUESTIONS ABOUT THE TOPIC.

WRITE

- › USE THE TASK OBJECTIVES TO ORGANIZE YOUR ESSAY‹
- › USE EVIDENCE FROM EVERY SOURCE‹
- › BE OBJECTIVE (DO NOT USE "I")‹

INTRODUCTION

STATE YOUR THESIS
(NO EVIDENCE)

BODY

STRUCTURE USING THE TASK

- › PROBLEM/SOLUTION‹
- › CAUSE/EFFECT‹
- › COMPARE/CONTRAST‹
- › LIST VARYING PERSPECTIVES‹

CONCLUSION

RESTATE YOUR THESIS
FINISH WITH AUTHORITY

FORM A THESIS

- CREATE A CLAIM RESPONDING TO THE TASK
- STATE WHAT YOU WILL EXPLAIN OR PROVE

ORGANIZE THE RESEARCH

- RESOURCES WILL SEEM VERY SIMILAR - FIND WHAT MAKES THEM DIFFERENT.

ANALYZE THE RESOURCES

- SKIM/SCAN THE STIMULI
- FIND PERSPECTIVE/BIASES
- EVALUATE RELIABILITY

ID THE TOPIC

- WHAT ARE YOU LEARNING ABOUT?



START HERE



NARRATIVE

THIS TYPE OF TASK WILL:

ALLOW THE WRITER TO CREATE STORIES TOLD FROM A SPECIFIC POINT OF VIEW WHERE CHARACTERS WORK THROUGH CONFLICT TO REACH A RESOLUTION.

C CHARACTERS

S SETTING

P PROBLEM

TIP
START YOUR STORY BY FORSHADOWING THE CONFLICT

TIP
WRITE FROM THE MOST INTERESTING AND SURPRISING POINT OF VIEW

TIP
USE DIALOGUE TO SHOW YOUR CHARACTERS' THOUGHTS, FEELINGS, & ACTIONS

E INCLUDE **E**
DIALOGUE
INTERACTIONS
FORESHADOWING **E**

E EVENTS

CLIMAX
(TURNING POINT)

TIP
FIND AN EXCITING, UNEXPECTED WAY TO REVEAL THE CLIMAX

R RESOLUTION

BEGINNING

MIDDLE

END

ARGUMENTATIVE

THIS TYPE OF TASK WILL:

ASK THE WRITER TO USE PERSUASIVE EVIDENCE TO ARGUE FROM A CLEAR POSITION, ANTICIPATE COUNTERARGUMENTS, AND RESPOND CONVINCINGLY.

INTRODUCTION

- › SHARE A RELATED SCENARIO‹
- › STATE YOUR POSITION‹

CLAIM/REASON (1-2)

- › EVIDENCE‹
- › EXPLANATION/EXAMPLE‹
- › EVIDENCE‹
- › EXPLANATION/EXAMPLE‹



COUNTERCLAIM/REASON

- › EVIDENCE‹
- › EXPLANATION/EXAMPLE‹
- › COUNTER EVIDENCE‹
- › EXPLANATION/EXAMPLE‹

CONCLUSION

- › RESTATE YOUR POSTION‹
- › FINAL STATEMENT TO THE READER‹



TIP
CHOOSE
RELIABLE
SOURCES

TIP
USE
TRANSITIONS TO
COMPARE &
ORDER IDEAS

TIP
USE CREDIBLE,
EMOTIONAL, &
REASOABLE
EXPLANATIONS



CLAIMS - COUNTERCLAIMS EVIDENCE - EXPLANATIONS/EXAMPLES

CLAIMS

THESE ARE CENTRAL IDEAS OR
MAIN ARGUMENTS OF YOUR
PARAGRAPH OR ESSAY.

COUNTERCLAIMS

THESE ARE REBUTTALS OR
OPPOSITION TO A CLAIM
USUALLY USED IN
ARGUMENTATIVE ESSAYS.

EVIDENCE

EVIDENCE "HOLDS UP" YOUR CLAIM. YOU HAVE TO FIND SOMETHING FROM
THE TEXT, IMAGE, OR VIDEO THAT SHOWS READERS THAT YOUR CLAIM IS
VALID AND CAN BE TRUSTED. YOUR EVIDENCE CAN BE...

>> A DIRECT QUOTE (FROM THE AUTHOR OR A CHARACTER) <<

>> PARAPHRASED TEXT <<

>> OBSERVATION FROM AN IMAGE OR VIDEO <<

EXPLANATIONS/EXAMPLES

THIS IS ALSO KNOWN AS "COMMENTARY." SELECT EITHER EXPLANATIONS OR
EXAMPLES TO SUPPORT YOUR EVIDENCE. YOU MUST SHOW HOW YOU KNOW THE
EVIDENCE SUPPORTS YOUR CLAIM. YOU CONNECT YOUR EVIDENCE TO YOUR CLAIM
IN THREE WAYS...

YOU'VE READ
OR SEEN THIS
BEFORE.

TEXT -> TEXT

THIS REMINDS YOU
OF A PERSONAL
EXPERIENCE.

TEXT -> SELF

THIS RELATES TO A
CURRENT OR
HISTORICAL EVENT.

TEXT -> WORLD