UNIT 3

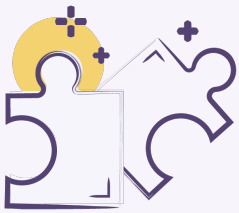
Simplify Writing®

Argumentative Writing

Literature Analysis

7th Grade

The Simplify Writing® Method



Direct Instruction: Students learn best when the writing standards are modeled in short, clear lessons that they can then apply in their own writing. Each of our lessons takes about 10-15 minutes. Teachers should model their writing in front of students using our teacher models.

Fluid Grammar: Grammar instruction should naturally flow into student writing. We incorporate each skill in a way that naturally fits into the unit and provides students with an action item to apply it in their writing. We provide a grammar library for additional practice or intervention.

Differentiation: We know firsthand that each classroom is made up of a diverse group of students. Our resources provide the flexibility teachers need to reach students with varying experiences, background knowledge, and ability levels. Browse the Intervention, Spelling, or ELL Modification libraries for differentiation help.

Support: Teachers are more successful when they receive adequate training on a new curriculum. We walk teachers through using the Simplify Writing® materials in every step of their writing instruction, and we provide ongoing email support to address any questions or issues they have in their writing block. Teachers who take our included course have better outcomes.

Take the *Success For Simplify Writing® Course* in your dashboard before beginning.

Pacing Guide

Day 1	Elements of Argumentative Writing for Literary Analysis	pg. 5
Day 2	Brainstorming	pg. 14
Day 3	Planning: Organization	pg. 19
Day 4	Planning: Outline	pg. 23
Day 5	Draft: Introduction *Focus on Lead and Cl*	pg. 28
Day 6	Draft: Introduction *Focus on Summar and al T*	pg. 34
Day 7	Draft: Body Paragraphs *Focu Struc and nsitions*	pg. 39
Day 8	Draft: Body Paragraphs *F Blendi uote d Paraphrases*	pg. 44
Day 9	Draft: Body ragra *Focus iting Strong Commentary*	pg. 48
Day 10	raft: Conclusion	pg. 52
Day 11	Formal Revision: *Focus on Citations*	pg. 56
Day 12	Formal Editing	pg. 64
Day 13	MLA Formatting Review	pg. 71
Day 14	Introduction to Publishing	pg. 77
Day 15	Final Proofread and Publishing	pg. 81
Rubrics & Exemplars		pg. 86

Sample

Day 1 Argumentative (Lit. Analysis) Writing

Purpose: I can identify the elements of an argumentative essay with the purpose of literature analysis and explain why specific elements are important to the process of writing in this genre.

Standard(s):
CCSS.ELA-LITERACY.W.7.1: Write arguments to support claims with clear reasons and relevant evidence.

Materials
- Literary Analysis anchor chart
- Teacher reference page 3.1a
- Student page(s) 3.1b

Learning Goal
Student will identify specific elements that classify a piece of writing as a literature analysis (argument).

Success Criteria
- **Criteria 1-** Student identifies at least one example of each element in the provided text.
- **Criteria 2-** Student provides text examples and details to justify how the author uses each element.

**Note: Before beginning this unit, introduce and read aloud the picture book "The Invisible Boy" by Trudy Ludwig, on which the text is based.*

Mini-Lesson Steps (15 min.):
1. Discuss the definition of argumentative writing by talking about the difference between a fight between friends or from a debate. Explain that this unit will involve a specific type of formal argumentative writing that involves responding to a piece of literature. **It may be useful to show an example of a debate.*
2. Display "Literature Analysis" anchor chart and read through each element, clearing misconceptions and clarifying as needed using the "Guiding Questions" (3.1a) as a model.
3. Provide students with a copy of the text "Sensory Images in *The Invisible Boy*" (3.1b). Read the text aloud with students stopping to discuss as needed.
4. Invite students to use the color-coding method to identify the first element on the checklist. Next, guide students through explaining/justifying how the author accomplishes or illustrates this particular element in the chart and why it is necessary to the essay.

Note: Remind students throughout the unit that they should refer back to this checklist when writing their own drafts.

Student Portion (15-30 min.):
1. Allow students to continue working through the text, using the color-coding checklist system to identify examples of how the author successfully uses each element in their writing. Students will need to justify the specific ways the author accomplishes or illustrates each element using the chart.
2. Provide individual conferencing to students, as needed, to check for understanding or to provide support for students who are struggling.

Closure (5-7 min.):
1. Have students pair and share their color-coding or review work as a whole class.

Sample

Day 1 Argumentative (Lit. Analysis) Writing

Mini-Lesson Overview

How it sounds:

- "What comes to mind when you hear the word 'argument'?" *[Give students time to think.]* "There can be a lot of different variations, from a spat between friends to a political debate. What did you picture?" *[Have students share with a partner.]* "Now, think about a formal debate between political candidates or even members of a debate team." *[It may be useful to show a short clip of a debate.]* "How do those differ?" *[Allow students to share with a partner.]*
- "I heard some great comparisons." *[Repeat some student answers.]* "The way that two people argue during a debate is very structured and formal. You would notice, during a formal debate, that the participants try to argue with *ideas* rather than the other person. This keeps their tone formal, which is what we want to do with our essay."
- "Today, our goal is to learn about the elements of a specific type of argument writing: a Literary Analysis. It is a *type* of argument, because the elements are some of the techniques for argument, but how would we argue about literature?" *[Allow student response.]*
- "When we read a story, poem, or article, we understand it through the lens of our own life experience, other things we've read, etc. When we write a literary analysis essay, each writer is *arguing* for his or her interpretation of the author's meaning."
- *[Display "Literature Analysis" anchor chart.]* "Let's look over the elements of a literary analysis together." *[Discuss using "Guiding Questions" (3.1a).]*
- "Let's look at an example of a literature analysis titled 'Symbolic Images in *The Invisible Boy*.'" *[Display/distribute the text (3.1b). Read aloud as a class.]*
- "Let's identify and analyze the elements the author used here, as well as *why* they are important to the essay. You will need to refer back to this checklist when you are drafting."
- "Let's use the color pink to identify the first element. Can you find where the author declares an idea with a claim? *[Model using the teacher model as a guide.]*
- "Now, it is your turn. This time, use the color-coding system to identify examples of how the author successfully illustrates the argumentative element and the explanation in the chart."

Sample

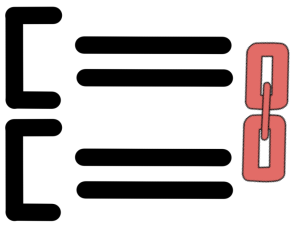
Check/highlight any **modifications** you will make for this particular lesson:

Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
❑ Provide opportunity for further research on a related topic ❑ Allow for the production of a multimedia or visual presentation to accompany the writing piece ❑ Use of advanced supplementary/reading materials ❑ Allow for flexible grouping or collaborative writing opportunities based on ability or interest	❑ Pre-Teach/Re-Teach concepts ❑ Provide additional examples ❑ Provide additional work time ❑ Allow for differentiated product ❑ Chunk Tasks ❑ Allow for Student Dictation ❑ Language Scaffolds (i.e.: sentence frames) ❑ Peer Mentor

A Literature Analysis is

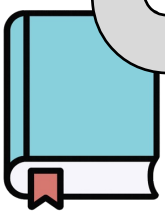
a type of writing that examines a piece of literature to explain or argue a point.

It has a claim or thesis statement that states the main idea with a clear focus.



It groups information by category using topic sentences with transition words to link ideas.

Elaboration, details, and evidence should be added to support ideas, along with commentary to explain what it means.



It includes a summary of the piece of literature to provide important background information for readers.

A formal style of language is used, avoiding first- and second-person pronouns and slang.

Sample

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Sensory Images in *The Invisible Boy*

At some point in time, most children have wondered what it might be like to be invisible. Trudy Ludwig, the author of *The Invisible Boy,* explores an unexpected spin on that idea that shows the lonely side of feeling invisible. She uses details to bring life to the story through descriptions of sounds and sights. Without these elements, the story would be dull and boring. The descriptive details help the readers imagine the story in th and put themselves in the character's shoes. Sensory details in the *The Be* make the story engaging and interesting to read.

Throughout the text, Ludwig used descriptions und to readers experience the story of Brian, a timid boy who feels left o he s eryone else seems to have. Early in the story, readers are re ed o soun f a school with the line, "When the bell rings for recess" dw All re ers wh ave ever been to school are immediately transported t e play nd and the loud sound of the bell ringing. Later in the story dw ds a ory detail about the children laughing (16). The reader y imagin gro children laughing, what that would sound like, and why an wo nt t ct Justin from being laughed at. Throughout the story, the author als bes h people speak by using descriptive words like "calls" and "shouts" (Ludwig 20, 27) The tails help the reader imagine the volume the characters are using when speaking, transporting them to an energetic classroom. Overall, readers can have a better better understanding of what Brian, the main character, experienced through the sounds of his environment.

Sample

Color-Coding Key
Pink = Clear Thesis Statement/Restatement
Orange = Book summary, author/title
Green = Topic Sentences (grouped by category)
Yellow = Elaboration/Commentary
Underline = Evidence from the book + Citation
Blue = Transition Words

Ludwig also used many descriptions to help readers imagine the gestures characters make and other visual elements. For example, Ludwig showed how the other characters avoided Brian at recess when she wrote "J.T. glances in Brian's direction and, just as quickly, looks away" (7). This description of how J.T. avoided eye contact with Brian showed through description how the other kids ignored him. Later in the story, when the new student, Justin, appears, Ludwig used a visual description again. As Justin is being introduced, "Brian smiles shyly...some of the other kids sneak looks at Justin" (Ludwig 14). This description shows how Brian was the only kid who was friendly, by smiling at Justin. The adverb "shyly" also helps the reader imagine a small, unsure expression instead of a wide, confident smile. This causes the reader to feel empathy for Brian.

The sensory details in the book were very valuable in helping readers truly engage in the story. The descriptions of both sights and sounds give the readers a sense of what it was like to be Brian, as well as the importance of Justin's friendship. Thanks to Ludwig's detailed descriptions, *The Invisible Boy* is an impactful book to read.

Sample

Works Cited

Ludwig, Trudy. *The Invisible Boy*. Alfred A. Knopf, 2013.

Color-Coding Key
Pink = Clear Thesis Statement/Restatement
Orange = Book summary, author/title
Green = Topic Sentences (grouped by category)
Yellow = Elaboration/Commentary
Underline = Evidence from the book + Citation
Blue = Transition Words

Day 2 Argumentative (Lit. Analysis) Writing

Purpose: I can brainstorm ideas that address a provided prompt using a story I've read.

Standard(s):
CCSS.ELA-LITERACY.W.7.1: Write arguments to support claims with clear reasons and relevant evidence.

Materials
- Student page(s) 2.2a-b

Learning Goal
Student will identify sensory details within their selected story and its effect.

Success Criteria
- **Criteria 1-** Student identifies at least four examples of sensory details in their story.
- **Criteria 2-** Student identifies the effect of the sensory details on the reader.

**Note: Before this lesson, encourage students to choose a story/novel they have read recently so they can use it as the source for their essays. You can also supply a variety of grade-level short stories or picture books and provide extra time for students to read them.*

Mini-Lesson Steps (15 min.):
1. Display the following prompt: *Choose a story or novel you've read recently. Write an essay analyzing the sensory details in the story, using evidence from the text to illustrate how the details engage (or pull in) the reader.*
2. Facilitate a discussion to review the definition, purpose, and examples of sensory details. If students completed the Personal Narrative Unit, it may be helpful to remind them of sensory details from their stories. Emphasize that sensory details are essential to help the reader feel like a part of a story.
3. Display and distribute the "Sensory Detail Reference Sheet" (3.2a). Review these examples and clarify as needed.
4. Display the "Brainstorming" web (3.2b). With student input, brainstorm examples of sensory details in the book *The Invisible Boy* by Trudy Ludwig. Model choosing at least four examples from the book to write about, using the teacher model as a guide.

Student Portion (15-30 min.):
1. Students will select a story that they will be able to write about.
2. Distribute "Brainstorming" web (3.2b). Students will work independently to brainstorm at least 4 examples of sensory details in their chosen text using the web.
3. Circulate and conference as needed to make sure students have chosen an appropriate book and a suitable theme that relates to it.

Closure (5-7 min.):
1. Have students share with a partner the story and one example of sensory details they've chosen to write about.

Sample

Day 2 Argumentative (Lit. Analysis) Writing

Mini-Lesson Overview

How it sounds:

- "Let's recall what we can about what sensory details are and how they're used. I want you to take a moment to think about what you remember from previous units, and then you will take turns going back and forth with a partner, naming as many examples or definitions as you can until you run out, or until I call time." *[Give students a minute to think and a minute to share.]*
- "I heard some strong examples." *[Repeat some student answers that you observed.]* "Let's refresh our memory using our reference sheet because today, you will be identifying some sensory details in the stories you've chosen." *[Display / distribute the 'Sensory Detail Reference Sheet' (3.2a). Review these examples o clari s needed.]*
- "Our goal is to identify at least four examples of sensory det n ou ries what effect that detail has on the reader so that we can analyze the er o essay."
- "Let's start by looking at *The Invisible Boy*." *[Refer to isible and display the "Brainstorming" graphic organizer (3.2b).]*
- "There are many instances of sensory details that uld cho from in this story. I'm going to pick a few to put on my brainsto sheet that I f like I could explain well in an essay." *[Model two examples of id ify sens etails, using the teacher model as a guide.]*
- "Now, it is your turn. You will id ify a st fou xample of sensory details from your story as well as their effe d doc t them on your graphic organizer."

Sample

Check / ghlight any **modifications** you will make for this particular lesson:	
Strategies fo ted & Talented Learners	Strategies for Students with Disabilities or ELL
❑ Provide opportunity for further research on a related topic ❑ Allow for the production of a multimedia or visual presentation to accompany the writing piece ❑ Use of advanced supplementary/reading materials ❑ Allow for flexible grouping or collaborative writing opportunities based on ability or interest	❑ Pre-Teach/Re-Teach concepts ❑ Provide additional examples ❑ Provide additional work time ❑ Allow for differentiated product ❑ Chunk Tasks ❑ Allow for Student Dictation ❑ Language Scaffolds (i.e.: sentence frames) ❑ Peer Mentor

3.2a

Sensory Detail Reference Sheet

Sense	Description	Example
Sight	Something that the character/reader can see in vivid detail.	The sky looked angry as it rolled in, black clouds growing larger in the harsh wind.
Sound	Something that the character/reader can hear- often using an onomatopoeia (sound word).	That chime. I knew it from *somewhere*. It said "clang, clang, clang" and my nerves couldn't take it any more.
Taste	Something that the character/reader can taste in great detail. (Think of this like a Food Network h	When Dad got home he could tell I'd imagined the basic sugar cookie. But the confectionary delight I'd just tasted was somehow as airy as a flaky croissant but as rich as a slice of peanut butter pie.
Touch	Something the character/reader feels- descriptions of texture and consistency.	My hands were shaking as I traced the triangle of the envelope flap. It was slightly dusty from its journey through the postal system. It felt unassuming, just a plain, smooth white envelope. But inside was my entire future.
Smell	Something the character/reader can smell, often using comparisons of commonly known scents.	I almost laughed as the scent of the sun block hit my nose. It was the coconut scent of days spent at the pool, the sunshine mixed with the chlorine, and me enjoying every moment of summer.

Sample

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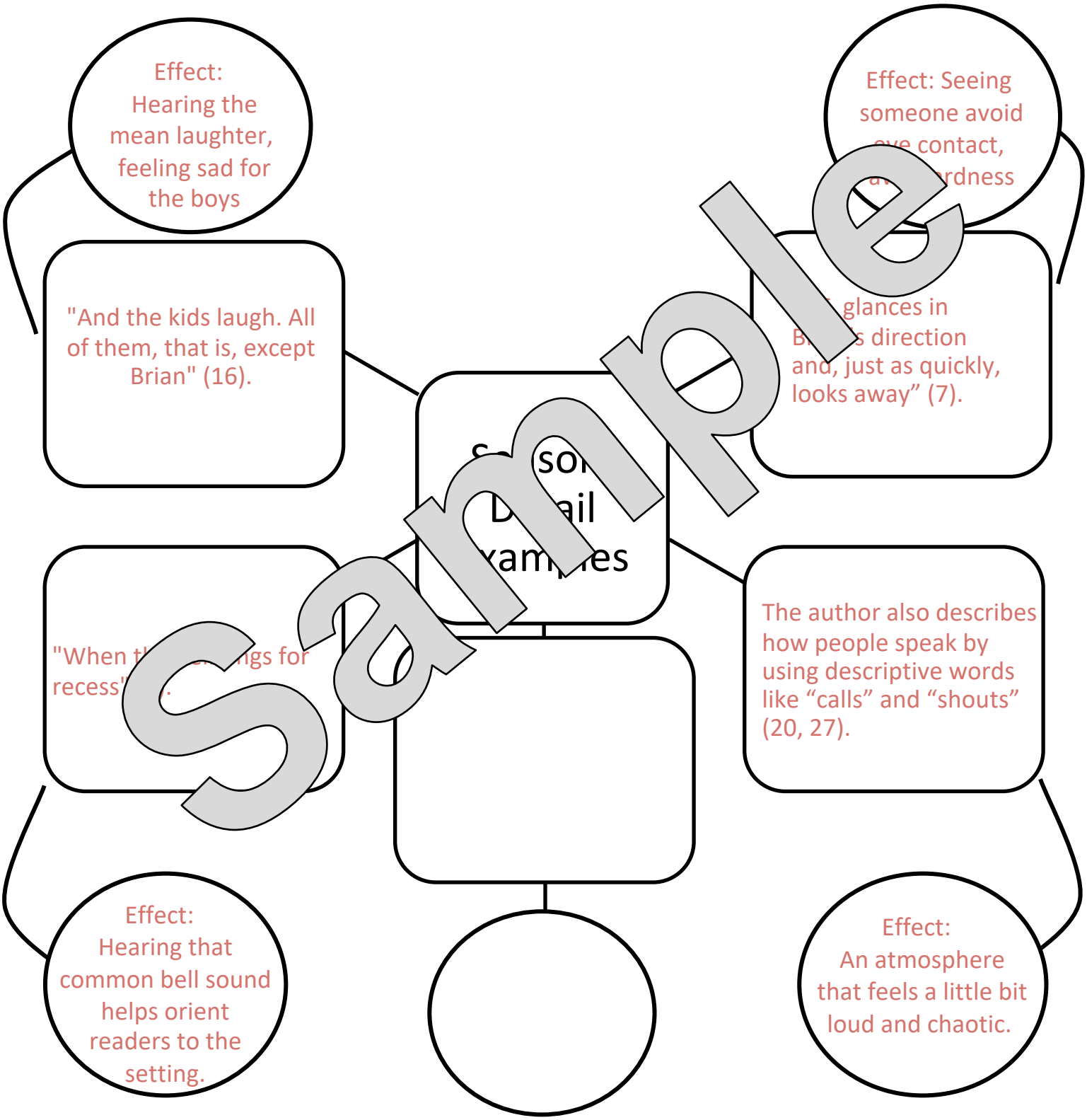
Brainstorming

Prompt: Choose a story or novel you've read recently. Write an essay analyzing the sensory details in the story, using evidence from the text to illustrate how these details engage (or pull in) the reader.



Sample

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Day 4 Argumentative (Lit. Analysis) Writing

Purpose: I can organize my ideas into a structured outline.

Standard(s):
CCSS.ELA-LITERACY.W.7.1.A: Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
CCSS.ELA-LITERACY.W.7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Materials
- Student page(s) 3.4a-b
- Completed student page 3.3a

Learning Goal
Student will determine the best outline for their essay and organize their ideas by completing the text examples and elaborations.

Success Criteria
- **Criteria 1-** Student fills in at least 3 examples with quotes or paraphr[illegible]the chose[illegible]utline.
- **Criter[illegible]**[illegible]dent drafts basic elaboratio[illegible] sentences for each example.

Mini-Lesson Steps (15 min.):
1. Display the teacher model of "Planning: Organization" from the previous lesson (3.3a).
2. Remind students that an outline helps to [illegible] overall roadmap of the essay, and it [illegible]es sure[illegible]ey a[illegible]eady to draft and are appropriately add[illegible]ng t[illegible]mpt
3. Explain that there are many ways [illegible]gani[illegible]ay, and that strong writers look at [illegible]romp[illegible]d their evidence to decide the best way to [illegible]ve[illegible]rma[illegible]to the reader. Display and distribut[illegible]"Outli[illegible]Guide" (3.4a).
4. Review the overall stru[illegible]e of a[illegible]mal essay, including the introduction[illegible]arag[illegible]d conclusion.
5. Explain th[illegible]ne go[illegible]f toda[illegible]to focus in on the text exam[illegible]s[illegible]possib[illegible]abora[illegible]s to include in the essay.
6. Di[illegible]and [illegible]ibute "Planning: Outline" (3.4b) and talk stud[illegible]through[illegible]ow to make the decision about the best [illegible]ructu[illegible]n choose and how to draft the initial elaboration [illegible].

[illegible]den[illegible]ortion (15-30 min.):
1. [illegible]e students time to draft their elaborations and remind them that they do not need to be perfect.
2. Provide individual conferencing as needed to ensure students are successfully categorizing their ideas.

Closure (5-7 min.):
1. Students will share their best elaboration with a partner.

Sample

Day 4 Argumentative (Lit. Analysis) Writing

Mini-Lesson Overview

How it sounds:

- "In the last lesson, we determined the effects of the details on the reader. This is going to help us decide on our outline for our essay." *[Display the teacher model (3.4b).]*
- "Strong writers look at the big picture of their essay before they begin drafting to see how all of the information will fit together. There is no one right way to put together a piece of writing, as long as it contains all of the necessary pieces. Let's take a look at those pieces now and two ways they can be put together." *[Display and distribute the "Outline Guide" (3.4a). Review how the two outlines differ and clarify as needed. Explain that students can have more than 2 body paragraphs.]*
- "The bulk of your essay is contained in your text evidence and elaboration. This is where you support your claim and bring your voice to the piece of writing. It will be our focus today to choose an organizational structure for our essay and create our initial thoughts or elaboration for our quotes or facts."
- "When we look at the prompt, '*to write an essay analyzing the [illegible]ery in the story, using evidence from the text to illustrate how the author creates an engaging experience for the reader using sensory details*,' we see that there are two areas we will focus on-engaging scenes and descriptions that use the 5 senses. When we look at the examples from the text, we can see that we have examples that can be categorized into sound and sight, rather than a mix of many of the senses. It would then make more sense for us to organize our essay to paragraphs where we focus on each of these senses. If we had many different senses represented, it would make more sense to focus in on two or three main senses, one in each paragraph."
- "Let's go through and fill in the sections with some initial ideas for elaborations. They do not need to be perfect, ideas are appropriate here." [*Display/distribute "Planning Outline" (3.[illegible]) and work through it, using the teacher model as a guide.]*
- "Now, it is your turn. Create the best outline for your piece. Then, fill in your organizer with a draft of your thoughts for elaboration."

Check/highlight any **modifications** you will make for this particular lesson:	
Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
❑ Provide opportunity for further research on a related topic ❑ Allow for the production of a multimedia or visual presentation to accompany the writing piece ❑ Use of advanced supplementary/reading materials ❑ Allow for flexible grouping or collaborative writing opportunities based on ability or interest	❑ Pre-Teach/Re-Teach concepts ❑ Provide additional examples ❑ Provide additional work time ❑ Allow for differentiated product ❑ Chunk Tasks ❑ Allow for Student Dictation ❑ Language Scaffolds (i.e.: sentence frames) ❑ Peer Mentor

Sample

3.4a

Outline Guide

There are many ways to organize or write an essay. Strong writers look at the prompt, their brainstorming, and their evidence to determine the best structure to deliver their points. Below are two possible outline structures for this essay.

Prompt:
Write an essay analyzing the imagery in the story, using evidence from the text to illustrate how the author creates an engaging experience for the reader using sensory details.

Option One:	Option Two:
Introduction Lead + Background Information + Thesis	**Introduction** Lead + Background Information + Thesis
Body Paragraph One: *Focus on 1 Engaging Scene from the Story* Topic Sentence Text Evidence + Elaboration Text Evidence + Elaboration Concluding Sentence	**Body Paragraph One:** *Focus on 1 of the 5 Senses* Topic Sentence Text Evidence + Elaboration Text Evidence + Elaboration Concluding Sentence
Body Paragraph Two: *Focus on 1 Engaging Scene* Topic Sentence Text Evidence + Elaboration Text Evidence + Elaboration Concluding Sentence	**Body Paragraph Two:** *Focus on 1 of the 5 Senses* Topic Sentence Text Evidence + Elaboration Text Evidence + Elaboration Concluding Sentence
Conclusion Restatement of Thesis Final Statements Call to Action	**Conclusion** Restatement of Thesis Final Statements Call to Action

Sample

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3.4b

Planning: Outline

Teacher Model

Choose the best outline option for your essay according to the quotes and examples you've collected. Fill in your examples and draft your thoughts for elaboration.

Introduction: Lead + Background Information + Thesis		
Body Paragraph 1: Engaging Scene or Sense Sound		
Text Evidence 1: "When the bell rings for recess." Elaboration: Readers are transported to the playground and the loud sound of the bell ringing.	Text Evidence 2: Ludwig adds a sensory detail about the children laughing. Elaboration: The reader can ima… children lau… and Brian woul… va… prote… stin.	Tex… 3: e auth… lso d… ribes how peop… by… ng scri… wor… ke …" an… outs". …boration: T… e details help the reader …agine the volume of the characters, transporting them to an energetic classroom.
…agra… Engaging Scene or Sense Sight		
…t Evidence 1: "J… lanc… s d… nd, ju… as quickly, looks aw… Elaboration: This showed through description how the other kids ignored him.	Text Evidence 2: …s Justin is being introduced, "Brian smiles shyly...some of the other kids sneak looks at Justin." Elaboration: This description shows how Brian was the only kid who was friendly. The word "shyly" also helps the reader imagine a small, unsure expression.	Text Evidence 3: Elaboration:
Conclusion: Restatement of Thesis + Final Statements		

Sample

Day 5 Argumentative (Lit. Analysis) Writing

Purpose: I can write an engaging lead and a clear claim in a formal tone that align with the text and the prompt of my argumentative (lit. analysis) writing piece.

Standard(s):
CCSS.ELA-LITERACY.W.7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.W.7.1.D: Establish and maintain a formal style.

Materials
- Student page(s) 3.5a-b

Learning Goal
Student will write a lead and claim for their introduction aligned with the text and the prompt.

Success Criteria
- **Criteria 1-** Student writes a strong lead that is based on the text.
- **Criteria 2-** Student writes a claim statement aligned with the prompt.

Mini-Lesson Steps (15 min.):
1. Activate prior knowledge by asking if students can remember the three parts of an introduction discussed in the previous explanatory unit.
2. Display and distribute "Introduction Elements" (3.5a). Review the elements of the introduction, adding the summary sentences as a new element. Explain that these were the "background information" sentences in the explanatory essay. Model how to highlight each part of the text paragraph, using the teacher model as a guide.
3. Display "Lead and Claim" (3.5b). Explain that today, students will write their lead and claim, and tomorrow they will write their summary sentences.
4. Review the purpose of leads and model the different types of leads using the teacher model as a guide, emphasizing how they should relate to the text. Model choosing the lead from the
5. Review the steps for writing a claim. Emphasize that it should be aligned with the prompt. Model how to complete the chart.

Student Portion (15-30 min.):
1. Distribute "Lead and Claim" (3.5b). Students will complete the organizer to write several possible leads and a claim statement.
2. Circulate and conference as needed to make sure students are writing leads and claims that are aligned with the text and the prompt.

Closure (5-7 min.):
1. Students will pair and share their lead sentences and give partners feedback. Students will choose the strongest lead to use for their introduction paragraph and circle it on the organizer.

Sample

Day 5 Argumentative (Lit. Analysis) Writing

Mini-Lesson Overview

How it sounds:

- "Do you remember the three parts to an introduction paragraph that we learned?" *[Get student input.]* "The three parts we've learned are: lead, background information, and a thesis. The introduction for this paper will look similar, but with a slight difference."
- *[Display and distribute "Introduction Elements" (3.5a).]* "For a literature analysis piece, we want our background sentences to give our readers information about the story or poem we are writing about, in case they haven't read it. We will call these 'summary sentences'."
- "Let's see if we can find each element in the text." *[Model how to annotate each element as shown on the teacher model, with students marking their copy.]* "Today we'll focus on writing the lead and claim of our introduction. Tomorrow, we'll add in our summary sentences."
- *[Display "Lead and Claim" (3.5b).]* "We've learned several different strategies for creating an engaging lead. Let's review them by writing some example leads for *[With student input, model writing a sentence for each lead type using the teacher model as a guide.]*
- "We want to make sure our lead is based on the story but also connects to the writing prompt. Since the prompt is related to the imagery in the story, we want to choose a lead that relates to how the sensory details affect the experience of the reader. I'll choose the lead that ponders the idea of invisibility as a part of superpowers."
- "A claim tells your reader what you will prove about the text using reasons and evidence in the following paragraphs. It ties all of the information in your body paragraphs together. Let's work together to write a claim about *The Invisible Boy."* *[With student input, complete the organizer, using the teacher model as a guide.]*
- "Now, it's your turn. Use the organizer to write some leads and a claim based on your book. When we finish, you'll share the leads you wrote with a partner and choose the strongest one. You'll use the lead and claim you write for your introduction paragraph."

Sample

Check/highlight any **modifications** you will make for this particular lesson:

Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
❑ Provide opportunity for further research on a related topic ❑ Allow for the production of a multimedia or visual presentation to accompany the writing piece ❑ Use of advanced supplementary/reading materials ❑ Allow for flexible grouping or collaborative writing opportunities based on ability or interest	❑ Pre-Teach/Re-Teach concepts ❑ Provide additional examples ❑ Provide additional work time ❑ Allow for differentiated product ❑ Chunk Tasks ❑ Allow for Student Dictation ❑ Language Scaffolds (i.e.: sentence frames) ❑ Peer Mentor

Introduction Elements

The introduction paragraph of argumentative (lit. analysis) writing has 3 parts:

1. Lead
2. Summary Sentences
3. Thesis with a claim

lead ↘ summary sentences ↓

At some point in time, most children have wondered what it might be like to be invisible. Trudy Ludwig, the author of *The Invisible Boy,* explores an unexpected spin on that idea that shows the lonely side of feeling invisible. She uses descriptive language to the story through descriptions of sounds and sights. Without the problem, the story would be dull and boring. The descriptive details help the readers imagine the story in their heads and put themselves in the character's shoes. Specific details in the book, *The Invisible Boy,* make the story engaging and interesting to read.

thesis/claim ↖

Formatic	
Lead	Hook your reader using one of the following: • Question • Interesting Fact • Anecdotal • Definition/Description • Quote
Summary Sentences	Give context to your reader, who may not have read this piece before. State the title and author. Introduce the main character(s), setting (if applicable), and summarize the plot and main conflict/resolution.
Thesis/Claim	Make a statement that tells your readers what you will prove about the text using reasons and evidence in the following paragraphs. Be sure it aligns to the prompt.
Formal Tone	Maintain a professional tone and avoid slang, contractions, and abbreviations.

Sample

Day 6 Argumentative (Lit. Analysis) Writing

Purpose: I can write a clear summary of my story that includes the title, author, message, and mood of the text to include with my introduction.

Standard(s):
CCSS.ELA-LITERACY.W.7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.W.7.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.W.7.1.D: Establish and maintain a formal style.

Materials
- Title of Works anchor chart
- Student page(s) 3.6a

Learning Goal
Student will write clear summary sentences that include the title, author, message, and mood of the story.

Success Criteria
- **Criteria 1-** Student writes summary sentences that focus on the overall message of the story and not details.

Mini-Lesson Steps (15 min.):
1. Review the three parts of an argumentative/literary analysis introduction: lead, summary sentences, and thesis/claim.
2. Explain that today, students will focus on writing the summary sentences for their introduction. Display "Summary Sentences" (3.6a). Explain each of the summary sentences and that they should include: title, author, overall message of the story, and the mood, or the reader's experience.
3. Display "Titles of Works" anchor chart and review the rules for capitalizing and punctuation.
4. With student input, model how to fill in each section of the chart, specifically explaining the use of formal tone. Encourage students to summarize the big picture of the story without writing about specific details.
5. Model putting it all together to write the summary sentences at the bottom.

Student Application (15-30 min.):
1. Distribute "Summary Sentences" (3.6a). Students should work independently to fill in the chart and write their summary sentences. Then, they should complete their full introduction.
2. Circulate and conference as needed to make sure students are writing their summaries about the overall message as it pertains to their claims.

Closure (5-7 min.):
1. Ask for volunteers or have students share their summary sentences with a partner or group.

Sample

Day 6 Argumentative (Lit. Analysis) Writing

Mini-Lesson Overview

How it sounds:

- "Can you remember the three parts to an argumentative literature analysis introduction?" *[Allow students to share ideas.]* "The three parts are: lead, summary sentences, and thesis/claim."
- "Yesterday, you wrote a lead and claim for your introduction. Today, we are going to focus on the summary sentences."
- *[Display "Summary Sentences" (3.6a).]* "Remember that when we summarize, we need to write about the overall message, instead of specific details. To do this, we will need the title, author, the purpose, the techniques, and the mood, which is the reader experience."
- "Let's write the summary sentences for *The Invisible Boy.* First, I'll write the ... Who is the author?" *[Call on volunteers. Display the "Titles of Works" ... or cho...]* "Remember, when we write the title of a piece of literature, there are specific w... that ... to b... capitalized. We also need to punctuate it correctly. What do you notice ... the capitalization of the words in this title?" *[Review the c... punctuation ... punctuation guidelines as needed.]*
- "What is the purpose of story? What techniques d... the auth... use? How can we explain the reader experience?" *[Continue to fill in the chart ... stud... input, using the teacher model as a guide.]*
- "Now, let's review what we can rem... abou... ng a ... al style in our essays." *[Review the checklist at the botto... of ... mary S...ences (3.6a). Clarify as needed.]*
- "Now that we have gathered all ... hat inf... ation, I am going to put it all together to write the summary sent...ces. ... summ... y sentences should be about 2-4 sentences all together." *[Model ... sum... y sentences, explaining how you're using formal style as you ... using ... te... model as a guide.]*
- "Now ... turn." *[Di...but... Summary Sentences" (3.6a).]* Use this organizer to write your ...mmary se...tence... you are done, you'll take the lead and claim you wrote in the p... ... copy all three parts of your introduction on your rough draft, in the correct order."

Sh... highlight any **modifications** you will make for this particular lesson:

Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
❑ Provide opportunity for further research on a related topic ❑ Allow for the production of a multimedia or visual presentation to accompany the writing piece ❑ Use of advanced supplementary/reading materials ❑ Allow for flexible grouping or collaborative writing opportunities based on ability or interest	❑ Pre-Teach/Re-Teach concepts ❑ Provide additional examples ❑ Provide additional work time ❑ Allow for differentiated product ❑ Chunk Tasks ❑ Allow for Student Dictation ❑ Language Scaffolds (i.e.: sentence frames) ❑ Peer Mentor

Sample

Titles of Works

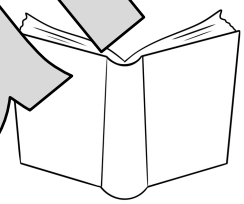
Capitalize most words in a title.
Emphasize with underlining/italics (longer works) or quotation marks (shorter works).

capitalize first word

<u>do not</u> capitalize
articles (a, an, the)
coordinating conjunctions (and, for, but, etc.)
short prepositions (in, on, at, from, etc.)

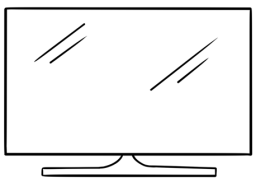
Train to Somewhere

capitalize major words
(nouns, pronouns, verbs, adjectives, adverbs)



Longer Works
underline/italicize

books
movies & TV shows
newspapers
magazines
plays



Shorter Works
quotation marks

chapter titles
TV episodes
articles
songs
poems

Sample

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3.6a

Summary Sentences

Teacher Model

These 2-4 sentences give context to your reader, who may not have read this piece before. State the title and author. Identify the purpose of the story, explain the techniques used by the author, and describe the mood, or the reader's experience.

Trudy Ludwig, the author of *The Invisible Boy* explores

Purpose	Techniques	Mood
An unexpected spin on invisibility	- Uses details of sight and sound - Creates excitem and engagement	The ader gines the ory puts himself in e character's shoes.

mma entences

Trudy Ludwig, the au *The sible Boy,* explores an unexpected spin on that idea that show he side of feeling invisible. She uses details to brin the stor hro descriptions of sounds and sights. Without these ement the st uld be dull and boring. The descriptive details help the re agi he story in their heads and put themselves in the character's shoes.

Sample

Guidelines for Formal Style/Tone:

- ❑ Avoid first and second person pronouns (I, me, my, you, your, we, our, us, etc.)
- ❑ Avoid contractions (can't, won't, doesn't, etc.)
- ❑ Avoid "slang" terms and vague language (things, stuff, good, really, nice)

Day 7 Argumentative (Lit. Analysis) Writing

Purpose: I can write the body paragraphs to my argumentative literature analysis essay with appropriate structure and cited text evidence.

Standard(s):
CCSS.ELA-LITERACY.W.7.1.B: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
CCSS.ELA-LITERACY.W.7.1.C: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-LITERACY.W.7.1.D: Establish and maintain a formal style.

Materials
- Student page(s) 3.7a
- Argumentative Transitions bookmarks
- Completed student page 3.4b

Learning Goal
Student will write body paragraphs with cited evidence and commentary, using formal language and transition words appropriately.

Success Criteria
- **Criteria 1-** Student constructs multiple body paragraphs that each contain cited evidence and commentary to support a reason.
- **Criteria 2-** Student uses transition words and formal language.

Mini-Lesson Steps (15 min.):
1. Explain that now that introductions are complete, students will now move on to body paragraphs.
2. Have students recall the parts of a body paragraph and share with a partner.
3. Display and distribute "Body Paragraph Elements" (3.7a) and review the definitions at the bottom.
4. Explain that you will be identifying and highlighting each piece of the first body paragraph from the text. Model the process, using the teacher model as a guide, and have students highlight their copies.
5. Display and distribute the "Argumentative Transitions" bookmarks and review briefly.

Student Application (15-30 min.):
1. Using the planning outline as a guide, students will work independently to begin writing their body paragraphs.
2. Students should use the list provided as well as the transitions bookmark. Students should attempt to complete at least 1 body paragraph today. *Note: Remind students that their planning page will determine how many paragraphs they will have, which will depend on individual abilities and needs.*
3. Conference with students as needed, providing direction for students who are struggling.

Closure (5-7 min.):
1. Have students explain the difference between text evidence and elaboration/commentary to a partner.

Sample

Day 7 Argumentative (Lit. Analysis) Writing

Mini-Lesson Overview

How it sounds:

- "Today, you will focus on developing your body paragraphs based on your planning outline (3.4b). Let's look back at it to remind ourselves of the reasons we chose that support our claim." *[Display the planning page teacher model from 3.4b and have students get out their copies.]*
- "Before we begin writing, let's refresh our memories about the parts of a body paragraph and how they fit together. Turn to a partner and take turns naming things that need to go into a body paragraph." *[Give students time to share.]*
- "Let's look at all the parts each body paragraph needs to have." *[Display and distribute "Body Paragraphs Elements" (3.7a).]* "Here is one body paragraph from the [illegible]. Notice how it begins with a topic sentence that clearly states the [illegible]s of the paragraph. Let's highlight that in yellow. Next, the author gives evidence from the text and then builds their own elaboration to explain each piece of evidence, and we will highlight them in blue and green."
- "A formal style of language is used to maintain a professional tone. Transition words are also used to link ideas, so we can highlight each one in pink." *[Label each element and review the chart, using the teacher model as a guide.]*
- *[Distribute "Argumentative Transitions" chart and review them as needed.]* "Here is a list of options you can use for transition words in your own writing piece."
- "Today, you will work to build each of your body paragraphs. Make sure to use the elements page when you finish each body paragraph to check that you have everything you need. Remember, you can use the planning outline to help you write. Try to complete 1 or more body paragraphs today."

Sample

Check and highlight any **modifications** you will make for this particular lesson:

Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
❑ Provide opportunity for further research on a related topic ❑ Allow for the production of a multimedia or visual presentation to accompany the writing piece ❑ Use of advanced supplementary/reading materials ❑ Allow for flexible grouping or collaborative writing opportunities based on ability or interest	❑ Pre-Teach/Re-Teach concepts ❑ Provide additional examples ❑ Provide additional work time ❑ Allow for differentiated product ❑ Chunk Tasks ❑ Allow for Student Dictation ❑ Language Scaffolds (i.e.: sentence frames) ❑ Peer Mentor

3.7a

Body Paragraph Elements

The body paragraphs of argumentative writing have several components.

Throughout the text, Ludwig used descriptions of sound to help readers experience the story of Brian, a timid boy who feels left out of the school fun everyone else seems to have. Early in the story, readers are reminded of the sounds of a school with the line, "When the bell rings for recess" (Ludwig 5). All readers who have ever been to school are immediately transported to the playground and the loud sound of the bell ringing. Later in the story, Ludwig adds a sensory detail about the children laughing (16). The reader can easily [illegible] group of children laughing, what that would sound like, and why Brian wo[illegible]vant t[illegible]rot[illegible] Justin from being laughed at. Throughout the story, the author also describes h[illegible]eop[illegible]eak [illegible]using descriptive words like "calls" and "shouts" (Ludwig 20, 27). These deta[illegible]elp t[illegible]der imagine the volume the characters are using when speaking, transp[illegible]m t[illegible]energetic classroom. Overall, readers can have a better understa[illegible] of wha[illegible]ian, the main character, experienced through the sounds of his environment.

[illegible]ations	
Topic Sentence	Stat[illegible]e mai[illegible]son that supports your claim, using the [illegible]tego[illegible] from your planning outline.
Eviden[illegible]on	[illegible] quot[illegible]s or examples from the book that support the [illegible]rea[illegible]ated in the topic sentence. Use a parenthetical [illegible]on at the end of the sentence.
Elaboration/Commenta	Explain the evidence using your own ideas.
Formal Language	Maintain a professional tone and avoid slang, contractions, and abbreviations.
Transition Words	Use transition words or phrases to link your ideas or when moving from one idea to the next.

Sample

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Day 8 Argumentative (Lit. Analysis) Writing

Purpose: I can write the body paragraphs to my argumentative literature analysis essay with effective quoting and paraphrasing.

Standard(s):
CCSS.ELA-LITERACY.W.7.1.B: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
CCSS.ELA-LITERACY.W.7.1.C: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-LITERACY.W.7.1.D: Establish and maintain a formal style.

Materials
- Student page(s) 3.8a-b
- Completed student page 3.4b

Learning Goal
Student will write body paragraphs with effective evidence (concrete details) that blend quoting and paraphrasing.

Success Criteria
- **Criteria 1-** Student constructs multiple body paragraphs that each contain cited evidence that utilizes both quoting and paraphrasing.

Mini-Lesson Steps (15 min.):
1. Explain that students' body paragraphs should now be taking shape, and today's focus will be on learning how to use quoting and paraphrasing together to create effective evidence sentences.
2. Have students recall similarities and differences between quoting and paraphrasing.
3. Display and distribute "Blending Quotes and Paraphrases" (3.8a) and review the definitions of the terms.
4. Explain that quoting and paraphrasing do not need to be an either-or choice, and that they can be blended to be most effective. Demonstrate with the next example, using the teacher model as a guide.
5. Have students take out their draft from the previous lesson and explain that they can go back and revise what they've written if needed after this lesson and then to move forward drafting their body paragraphs.

Student Application (15-30 min.):
1. Using their planning outline as a guide (3.4b) and their draft so far, students will work independently to continue writing their body paragraphs.
2. Students should use the reference guide, the list provided in lesson 7, as well as their transitions bookmark. Students should attempt to make any needed revisions and complete a second body paragraph today. *Note: Remind students to continue to pay attention to their formal style.*
3. Conference with students as needed, providing direction for students who are struggling.

Closure (5-7 min.):
1. Have students share one example of how they blended a quote with a paraphrase in their essay.

Sample

Day 8 Argumentative (Lit. Analysis) Writing

Mini-Lesson Overview

How it sounds:

- "Today, you will continue developing your body paragraphs based on your planning outline (3.4b). We are going to expand our understanding of writing evidence sentences, or concrete details, and the options we have to do that effectively."
- "Before we get to that, let's refresh our memories about the similarities and differences between a quote and a paraphrase. Turn to a partner and take turns giving examples of either a similarity or a difference between the two." *[Give students time to share.]*
- "I heard some great answers." *[Share one or two exchanges that you observed.]* "Now, let's take a look at a reference guide and our text to see how we can combine the two for stronger concrete details." *[Display and distribute "Blending Quotes and Paraphrases" (3.8a).]*
- "Let's look at the terms and explanations and see if we have any questions." *[Review terms and explanations from the reference sheet and clarify as needed.]*
- "Now, we will take a look at a section of our text and label each of the components, including which pieces of text evidence are quotes, paraphrases, or a combination of the two." *[Read the directions aloud and model how to label each item, allowing for student input and using the teacher model as a guide. Students should annotate their copies.]*
- *[Have students take out their drafts from the previous lesson.]* "Today, you will work to continue your body paragraphs, revising anything you've written so far that needs a change based on this lesson. Make sure to use your tools, including today's lesson, the elements page, transitions book, work, and your planning outline. Try to complete any needed revisions and 1 or more body paragraphs today."

Sample

Check/highlight any **modifications** you will make for this particular lesson:

Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
❑ Provide opportunity for further research on a related topic ❑ Allow for the production of a multimedia or visual presentation to accompany the writing piece ❑ Use of advanced supplementary/reading materials ❑ Allow for flexible grouping or collaborative writing opportunities based on ability or interest	❑ Pre-Teach/Re-Teach concepts ❑ Provide additional examples ❑ Provide additional work time ❑ Allow for differentiated product ❑ Chunk Tasks ❑ Allow for Student Dictation ❑ Language Scaffolds (i.e.: sentence frames) ❑ Peer Mentor

Blending Quotes & Paraphrases

Quote	• Copy ideas word for word from the text • Use quotation marks and a parenthetical citation to give credit to the source
	"The mysterious new store opening in Everytown is causing quite a stir among the small-town residents" (Smith).

Paraphrase	• Rephrase ideas from the text in your own words • Use a parenthetical citation to give credit to the source
	The advertisements for the new establishment arriving s[illegible]on M[illegible]eet Everytown have the citizens talking (Smith).

Quote + Paraphrase	• Quote any parts of the text that are difficult to [illegible]t in[illegible]ur o[illegible]words OR parts that contain a powerful bit of phrasing • Paraphrase the rest • Use portions of commentary mixed [illegible]the te[illegible]dence as needed • Use a parenthetical citation to [illegible]redit [illegible]e so[illegible]
	The advertisements for a "m[illegible]ious [illegible]store" on Main Street in Everytown have the citizens talking (Smith).

Identify th[illegible]uotes, [illegible]ap[illegible]a[illegible] and citations in the text to see them work together.

Early in t[illegible]ead[illegible] are reminded of the sounds of a school with the line, "When the bell rings for re[illegible]ss" [illegible]wig 5). All readers who have ever been to school are immediately transported to the playground and the loud sound of the bell ringing. Later in the story, Ludwig adds a sensory detail about the children laughing (16). The reader can easily imagine a group of children laughing, what that would sound like, and why Brian would want to protect Justin from being laughed at. Throughout the story, the author also describes how people speak by using descriptive words like "calls" and "shouts" (Ludwig 20, 27).

quote

[illegible]ion

paraphrase

citation

paraphrase

quotes

citation

Sample

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Day 11 Argumentative (Lit. Analysis) Writing

Purpose: I can use a checklist to revise my work and help a peer revise their work.

Standard(s):
CCSS.ELA-LITERACY.W.7.1: Write arguments to support claims with clear reasons and relevant evidence.
CCSS.ELA-LITERACY.W.7.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Materials
- Student page(s) 3.11a-b
- Revising and Editing anchor chart

Learning Goal
Student will use a provided checklist to revise their own and a peer's essay, providing feedback. Student will use the feedback to assist in the revision process.

Success Criteria
- **Criteria 1-** Student uses the provided revision checklist f[illegible]selves and th[illegible]partner, identi[illegible]g iter[illegible] succes[illegible]tems that should be revise
- **Criteria 2-** Stud[illegible] uses their peer's revision suggestions to strengthen their writing.

Mini-Lesson Steps (15 min.): *If you previously used Simplify Writing® units, the revision [OR editing] checklist will be more of a review. Adjust the mini-lesson to fit your needs.*
1. Display the "Revising and Edit[illegible] anch[illegible] ha[illegible] Ha[illegible] students share their thoughts and feedba[illegible]n th[illegible]sion [illegible]ocess. Review the steps of revision as a cl[illegible]
2. Explain to students that it [illegible]tant[illegible]se a checklist to make sure that their writing i[illegible]mple[illegible]rovi[illegible]tudents with the "Argumentative Revis[illegible]hecklis[illegible].11a) and allow students to ask questions or receive [illegible]ificati[illegible]on each item.
3. Display and/[illegible]ute t[illegible]cerpt of the text (3.11b) and complet[illegible]chec[illegible]using [illegible]teacher model as a guide, explai[illegible]g[illegible] to ins[illegible]evisio[illegible]

**Note: H[illegible]student[illegible]lize the reference guide for parenthetical [illegible]s fr[illegible]y 9 of Unit 2: Explanatory Writing if needed.*

St[illegible]e[illegible]rtion (15-30 min.):
O[illegible]al: Distribute Revision Checklist sticky notes.
[illegible]e students time to work through the checklist on their own essays.
3. When students have completed their self-revisions, they should trade papers and checklists with a partner, offering additional suggestions to each other's work using the checklist as a guide.

Closure (5-7 min.):
1. Have students share one revision they made that they feel made a significant difference in their draft, either with a partner or with the class.

Sample

Day 11 Argumentative (Lit. Analysis) Writing

Mini-Lesson Overview

How it sounds: *If you previously used Simplify Writing® units, the revision [OR editing] checklist will be more of a review. Adjust the mini-lesson to fit your needs.*

- "What does it mean to revise our writing? What does revising look like? What should we be focused on when we are revising our work or a peer's work?" *[Allow students to share ideas.]* "Revision is the process of adding, removing, or improving the content of our writing. It focuses on enhancing the quality of our writing by improving our word choice, ensuring correct citations and a formal style, or changing the sentences to make them more fluent."
- "It is important to use a checklist so that we know what to look for when revising an essay. This also helps us keep track of what we still need to work on. Let's look at an example checklist." *[Display and review "Argumentative Revision Checklist" (3.11c...]*
- "Today, we are going to use this checklist to revise a part of [illegible]raft of [illegible]ens[illegible]mages in *The Invisible Boy*.' We will look for some positive things and als[illegible]ovide[illegible] sug[illegible]ions for things that will make the writing even stronger." *[Display exc[illegible](3.11[illegible]low to work through the checklist.]* "The author does a good job of writing [illegible]ong introduction, but uses a few first/second person pronouns, which is mor[illegible] The[illegible]hor also has an incorrect punctuation for some parenthetical citati[illegible] We hav[illegible]be careful to place the periods at the end of the citation instead of the end[illegible]e conc[illegible] detail sentence."
- "Also, let's take a look at the citation at the [illegible]m of [illegible]ece[illegible]paragraph. Notice that the author's last name is not included, only th[illegible]pag[illegible]mber[illegible]e, the author's last name is included in the sentence, so it is not [illegible]ary to [illegible]inclu[illegible]in the parenthetical citation. You still could, but it is not require[illegible] *[C[illegible]ue wo[illegible]g throu[illegible]the checklist and thinking aloud about feedback for the es[illegible]using t[illegible]acher model as a guide.]*
- "When we identify something tha[illegible] think t[illegible]author should work on, we can go into the text and provide a re[illegible]estic[illegible]t's practice with the areas we identified on the checklist." *[Model h[illegible]to p[illegible]visio[illegible]on the text using the teacher model as a guide.]*
- "Now[illegible] going to r[illegible]se y[illegible]wn essay, then share it with a partner for feedback. Use the [illegible]evision Checklist' [illegible]der[illegible]y what was done well and also identify any areas in need of re[illegible]ons."

Sample

Check/highlight any **modifications** you will make for this particular lesson:	
Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
❑ Provide opportunity for further research on a related topic ❑ Allow for the production of a multimedia or visual presentation to accompany the writing piece ❑ Use of advanced supplementary/reading materials ❑ Allow for flexible grouping or collaborative writing opportunities based on ability or interest	❑ Pre-Teach/Re-Teach concepts ❑ Provide additional examples ❑ Provide additional work time ❑ Allow for differentiated product ❑ Chunk Tasks ❑ Allow for Student Dictation ❑ Language Scaffolds (i.e.: sentence frames) ❑ Peer Mentor

Revising

improving content and clarity

- Can I be more precise?
- Does my writing flow smoothly?
- Can I strengthen my words?

ADD

REPLACE

REMOVE

Editing

improving conventions

- Is everything spelled correctly?
- Did I use correct grammar?
- Are my capitalization and punctuation correct?

CHECK

FIX

Sample

Argumentative Revision Checklist

Use this checklist to revise your literature analysis.

Yes	No	
❑	❑	The introduction has a clear lead. N/A on excerpt
❑	❑	The introduction includes important background informa ding the book's title, author, and a brief summary. A on ex rpt
❑	❑	The introduction has a clear claim that addresses pro N/A rpt
X	❑	Each body paragraph clearly supports the sing vant facts, definitions, examples, or quotes.
❑	X	Each fact, definition, example, and qu explai d so that the reader understands how it support im.
❑	X	Evidence from the boo rly re nced.
❑	X	The author maintai forma e consistently throughout the essay.
❑	X	The auth use cise uage and vocabulary to explain the topic.
X		e conclusi res the thesis and ended with a thought-provoking stat ent.

How can this text be revised?

We can replace the first/second person pronouns with more formal words. We can insert transitional phrases to help with fluency. We can add in more detailed descriptions and specific vocabulary where needed.

Sample

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Excerpt From Unrevised Draft: "Sensory Images in *The Invisible Boy*"

most children have

At some point in time, ~~we have all~~ wondered what it might be like to be invisible. Trudy Ludwig, the author of *The Invisible Boy,* explores an unexpected spin on that idea that shows the lonely side of feeling invisible. She uses details to bring life to the story through descriptions of sounds and sights. Without these elements, the story would be dull and boring ~~to me~~. The descriptive details help the readers imagine the story in their he[illegible]d put themselves in the character's shoes. Sensory details in the boo[illegible]*he Invi[illegible]e Bo*[illegible]make the story engaging and interesting to read.

Throughout the text,

Ludwig used descriptions of sound to help reade[illegible]xperie[illegible]the [illegible]ry of Brian, a timid boy who feels left out of the school fun everyone [illegible]seeme[illegible]have. Early in the story, readers are reminded of the sounds of a scho[illegible]wh[illegible]e lin[illegible]hen the bell rings for recess." (Ludwig 5). All readers who have ever h[illegible]chool [illegible]mme[illegible]ely transported to the playground and the loud sound of t[illegible]ll ring[illegible]udwig adds a sensory detail about the children laughing (16). The[illegible]an e[illegible]imagine a group of children laughing, what that would sound l[illegible]

later in the story,

and wh[illegible]rian[illegible]d wa[illegible]to protect Justin from being laughed at.

***

readers

The sensor[illegible]tails in the book were very valuable in helping us truly engage in the story. The descriptions of both sights and sounds give the readers a sense of what it was like to be Brian, as well as the importance of Justin's friendship. Thanks to Ludwig's detailed descriptions, *The Invisible Boy* is an impactful book to read.

Sample

Day 13 Argumentative (Lit. Analysis) Writing

Purpose: I can format my essay within MLA guidelines using a reference guide.

Standard(s):
CCSS.ELA-LITERACY.W.7.1: Write arguments to support claims with clear reasons and relevant evidence.
CCSS.ELA-LITERACY.W.7.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Materials
- Student page(s) 3.13a-b

Learning Goal
Student will use a provided list of guidelines and an example sheet to format their essay and Works Cited page.

Success Criteria
- **Criteria 1-** Student formats their essay according to the listed guidelines.
- **Criteria 2-** Student creates a separate Works Cited page that uses the guidelines to format entries.

Mini-Lesson Steps (15 min.): **Note: If students will be writing their essays by hand, this lesson may need to be modified. Also, if you used the Explanatory Unit, this will be a review so modify this lesson to fit your needs.*
1. Explain that today, students will format their papers according to specific MLA guidelines.
2. Explain the function of the Modern Language Association and why there are guidelines surrounding formal formatting.
3. Display and distribute "MLA Formatting Basics" (3.13a). Briefly go through the guidelines explaining that there may be situations that students come across that are not listed on that guide but those can be addressed in an individual conference. Use the teacher model as a guide. Have students fill in the blanks on their guides.
   Display and distribute "MLA Formatting Example" (3.13b). Discuss the specific features of the examples with students, using the teacher model as a guide, clarifying as needed.

Depending on how students will be completing their essay, it may be necessary to go over technical directions, websites to assist in creating a Works Cited page, etc. To scaffold, you may also consider creating a starter document if all students used the same sources.

Student Portion (15-30 min.):
1. Students should use this time to set up their final essay format and their Works Cited page. *(Note: It is not expected that students complete their entire published copy during this time.)*
2. Teacher will conference with students as needed.

Closure (5-7 min.):
1. Use an exit ticket for students to rate their confidence level with their formatting on a scale of 1-5.

Sample

Day 13 Argumentative (Lit. Analysis) Writing

Mini-Lesson Overview

How it sounds:

- "Today's goal is to set up our final copy for our essay using MLA formatting guidelines." *[Display and distribute "MLA Formatting Basics" (3.13a).]*
- "The Modern Language Association (MLA) puts forth guidelines widely adopted by schools and colleges for how to format informational writing. This is so that all essays look the same and can be assessed fairly. These 'rules' are used not just in middle school and high school, but in college too, so it's a good skill to learn now."
- "Let's review some introductory basics to MLA formatting. As we go over these, keep in mind that this is meant to be an introduction. There may be some situ[illegible]t come up that are not addressed here, but I can help you with those i[illegible]n indiv[illegible]al co[illegible]rence. " *[Read through the guidelines and have students fill in the blu[illegible]on t[illegible]ples), [illegible]ing the teacher model as a guide.]*
- "I know sometimes it can be confusing just to read the guidelines [illegible]hout seeing them, so let's take a look at an example page." *[Display and di[illegible]u[illegible]LA F[illegible]natting Example" (3.13b). Talk through specific items in the exampl[illegible]e, usin[illegible]e teacher model as a guide.]*
- *[Give students any necessary additional in[illegible]ion, i[illegible] use any expected software or websites for the completion [illegible]the[illegible]er.]*
- "Your task for today is to set up yo[illegible]opy pa[illegible]with t[illegible]ormatting specifics we have discussed, including thinking of[illegible]e for[illegible]r pape[illegible]f you haven't already. You will also create your separate Works Cite[illegible]e wit[illegible]r source information. I will be available to help you throughout th[illegible]ss."

Sample

Check & highlight any **modifications** you will make for this particular lesson:	
Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
❑ Provide opportunity for further research on a related topic ❑ Allow for the production of a multimedia or visual presentation to accompany the writing piece ❑ Use of advanced supplementary/reading materials ❑ Allow for flexible grouping or collaborative writing opportunities based on ability or interest	❑ Pre-Teach/Re-Teach concepts ❑ Provide additional examples ❑ Provide additional work time ❑ Allow for differentiated product ❑ Chunk Tasks ❑ Allow for Student Dictation ❑ Language Scaffolds (i.e.: sentence frames) ❑ Peer Mentor

3.13a

Teacher Model

MLA Formatting Basics

Use this guide to develop the foundation of MLA formatting for your essay.

Page Setup Guidelines

- Entire document should be double spaced with 1-inch margins.
- Header with your last name and page number.
- Heading with your name, teacher's name, course name, and date (in date/month/year format).
- Title of paper centered in size 12/Times New Roman. Do not underline, bold, or italicize.

Text Format Guidelines

- Font: Times New Roman
- Font Size: 12
- Parenthetical citations within the text to credit so[illegible]s ex[illegible]mith 22)
- Periods after citations
- Commas inside quotation marks
- Single space after periods and c[illegible]m

[illegible] Cit[illegible] Page Guidelines

- Th[illegible]orks Cited page [illegible]ou[illegible]be on its own separate page.
- T[illegible] "W[illegible]" ce[illegible]d in size 12/Times New Roman. Do not underline, bold, or [illegible].
- Alphabetize ent[illegible].
- Use a h[illegible]ent for all entries that take up more than one line.
- Follow this basic format for entries, using only relevant information:

> Author. "Title of the Source." Title of the Container, Other contributors, Version, Number, Publisher, Publication date, Location. Access Date.

- For websites, the "Location" is the full URL (web address).

Sample

3.13b

MLA Formatting Example

Teacher Model

Use these examples as a reference when formatting your paper.

Smith 1

header

Joanna Smith

Mrs. Bennett

7th Grade English

05 September 20XX

heading

title

Sensory Images in *The Invisible Boy*

double spacing

indent using "tab" key

Throughout the text, Ludwig used descriptions of sound to help readers [illegible] of Brian, a timid boy who feels left out of the school fun everyone else seem[illegible] to hav[illegible]ly in [illegible]story, readers are reminded of the sounds of a school with the line, "When the bell [illegible] for rec[illegible] (Ludwig 5). All readers who have ever been to school are immediately trans[illegible]ted [illegible] playg[illegible]d and the loud sound of the bell ringing. Later in the story, Ludwig adds a s[illegible]ry d[illegible] about t[illegible]ildren [illegible]ghing (16). The reader can easily imagine a group of children laughing[illegible]t that w[illegible] sound like, and why Brian would want to protect Justin from being lau[illegible]d at. [illegible]ghou[illegible]story, the author also describes how people speak by using descr[illegible]e w[illegible]ds like "call[illegible] and "[illegible]ts" (Ludwig 20, 27). These details help the reader imagine the volume th[illegible] wh[illegible]speaking, transporting them to an energetic classroom. Overall, readers can have a better understa[illegible]g of what Brian, the main character, experienced through the sounds of his environment.

parenthetical citation

Sample

Smith 3

alphabetical order

Works Cited

Ludwig, Trudy. *The Invisible Boy*. Alfred A. Knopf, 2013.

hanging indent if the entry goes to the second line

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Argumentative (Lit. Analysis) Rubric

Teacher Version

	4 - Advanced	3 - Proficient	2 - Basic	1 - Below Basic
Focus	Topic is introduced with a clear claim. Focus remains on the stated claim for the entire piece, and the writer makes their argument clear throughout the text.	Topic is introduced with a clear claim. Focus remains on the stated claim, and it is easy to identify the writer's argument.	Topic is introduced, but the claim is unclear. Focus may be vague at times, but the reader can identify the writer's basic argument.	Topic is not introduced. No claim is made. Focus is unclear. It is very difficult or impossible to identify the writer's argument.
Organization	The writer obviously took care in organizing their writing. Related ideas are grouped together and naturally progress from one idea to the next.	The piece has an organizational structure of grouping related ideas together. Organization supports the writer's purpose.	The piece has an organizational structure, but some ideas may be missing or out of place. The organization may not fully support the writer's purpose.	There is no evidence of an organizational structure.
Elaboration	Reasons for the claim are clear and supported by relevant facts, details, and evidence from the text, demonstrating a clear understanding of the topic.	Reasons for the claim are stated and supported with facts and details from the text, demonstrating an understanding of the topic.	Reasons are supported with some facts and details from the writer's own thoughts, but little evidence from the text is used.	There is no support for the writer's reasons. The writer did not use evidence from the text.
Language and Vocabulary	Transition words and phrases are used to clarify the relationship between the claim and reasons. The writer establishes and maintains a consistent formal style. The work was revised to include more complex and precise vocabulary.	Transition words and phrases are used to link the claim and reasons. The writer establishes a formal style. The writer revised their work to include some more complex vocabulary.	Transition words and phrases are used, but they feel unnatural or are used incorrectly. The writer's formal style is inconsistent. The writer revised the writing but did not do enough to improve the writing.	Transition words and phrases are not used. The writer's style is informal with vague, limited vocabulary. The writer did not make any revisions to their original work.
Conventions	The writer edited so effectively that there are virtually no errors in conventions. The source text is referenced following the correct format.	The writer edited their work to fix at least 80% of their original errors. The source text is referenced following a mostly correct format.	The writer edited their work, but they left more than 80% of the original errors. The source text is referenced but there are mistakes in the format.	The writer did not edit their work. There are several errors that need attention. The source text may be referenced with an incorrect format or may be missing altogether.

Sample

Argumentative (Lit. Analysis) Rubric

Student Friendly

	4 - Advanced	3 - Proficient	2 - Basic	1 - Below Basic
Focus: What is your argument?	I introduced my topic with a clear claim. I stayed focused on my claim the entire time, and I made sure my argument was clear in each supporting paragraph.	I introduced my topic with a claim. I stayed on topic the whole time. My reader can easily figure out my argument.	I introduced my topic with a claim, but it is unclear. My reader can figure out my argument, but I got off topic a few times.	I did not introduce my topic or make a claim. I did not stay focused, and it is difficult for my reader to figure out my argument.
Organization: Why should your reader agree with you?	I was very careful about the order I wrote my paragraphs. I kept related ideas together in paragraphs. The order of my paragraphs helps my reader know what is most important in my argument.	I made sure to organize my writing and put related ideas together into paragraphs. The order I wrote my paragraphs in helps my reader understand my argument better.	I tried to stay organized, but some my ideas should be in different paragraphs. I put my paragraphs in a particular order.	I did not make an effort to organize my writing.
Elaboration: What evidence and commentary back you up?	I have clear reasons that are supported by evidence from the text and commentary that explain the evidence.	I supported my reasons with evidence from the text and commentary to explain the evidence.	I supported my reasons, but I did not use much evidence from the text. Most of my support comes from my own commentary.	I did not support my reasons with evidence from the text or my own commentary.
Language and Vocabulary: Make your ideas clear	I used transitions and phrases in a way that clarify the relationship between the claim and reasons. I revised my work to use a consistent formal style with precise and complex words that make my writing easier to understand.	I used transition words and phrases to link my argument and reasons. I revised my work to use a formal style and complex words that make my writing easier to understand.	I used transition words and phrases, but they feel forced, or I used them incorrectly. I revised my writing, but my formal style is inconsistent, and I could have done more to make it better.	I did not use any transition words or phrases. My style is informal and vague. I did not revise my work to make it better or use more complex words.
Conventions: Make it correct!	I edited my work so well that there are no errors left. My source text is referenced correctly.	I edited my work and took care of most of my original mistakes. My source text is referenced mostly correctly.	I edited my work, but I left a lot of mistakes. My source text is referenced somewhat correctly.	I did not edit my work, and there are a lot of mistakes that need to be fixed. My source text is not referenced at all.

Sample

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