**LEQ Writing Format**

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| **1st Paragraph (shorter)*** Contextualization and Thesis
	+ Gives background information (contextualization) that would help the reader situate your argument within the broader historical event/developments of the prompt
	+ Presents an accurate argument (thesis) that answers the entire prompt w/ starter word, time, region, and a three-pronged thesis
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| **Body Paragraphs** |
| * **Comparison Prompt (CC)**
	+ Similarities Paragraph or split into two paragraphs (one for each similarity)
		- Topic Sentence
		- 3+ sentences per similarity
			* Identify similarity
			* Explain similarity for each entity (empire, religion, etc.)
			* Use evidence to support the similarity
			* Synthesis sentence or two/analysis – bring it all together how does this similarity prove your argument. If its similar how did it differ, use outside information to help prove your point – make connections!
	+ Differences Paragraph or split into two paragraphs (one for each difference)
		- Topic Sentence
		- 3+ sentences per difference
			* Identify difference
			* Explain difference for each entity (empire, religion, etc.)
			* Use evidence to support the difference
			* Synthesis sentence or two/analysis – bring it all together how does this difference prove your argument. If its similar how did it differ, use outside information to help prove your point – make connections!
 | * **Causation Prompt**
	+ One paragraph per each Cause and/or Effect or split into two paragraphs (one for each cause and one for each effect)
		- Topic Sentence identifying cause/effect
		- Explain cause/effect focusing on WHY
		- Use evidence to support cause/effect
		- Synthesis sentence or two/analysis – bring it all together how does this cause/effect prove your argument. If it’s a cause/effect what was the opposite, use outside information to help prove your point – make connections!
* **Continuities and Changes Over Time (CCOT) Prompt**
	+ Continuities Paragraph or split into two paragraphs (one for each continuity)
		- Topic Sentence
		- 3+ sentences per continuity
			* Identify continuity
			* Explain continuity focusing on WHY
			* Use evidence to support the continuity
			* Synthesis sentence or two/analysis – bring it all together how does this continuity prove your argument. If its continuities how did it differ, use outside information to help prove your point – make connections!
	+ Changes Paragraph or split into two paragraphs (one for each change)
		- Topic Sentence
		- 3+ sentences per change
			* Identify change
			* Explain change focusing on WHY
			* Use evidence to support the change
			* Synthesis sentence or two/analysis – bring it all together how does this change prove your argument. If its change how did it differ, use outside information to help prove your point – make connections!
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| **Last Paragraph – Wrap up your argument and restate your thesis*** You’ve got this! Now that you’re done with the exam – go back and re-read your essays. Yes, you’ll be tired, but do this anyways. Something is bound to come back to your memory when you revisit your essays. Double-check that you included all rubric components. Remember, that could be the difference between a 2 and 3 or 3 and 4 or 4 and 5 and save THOUSANDS of dollars at college! Take the ten minutes to re-read, please.
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