**LEQ Writing Format**

|  |  |
| --- | --- |
| **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 | |
| **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! |
| **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. | |