

Addressing the Writing Prompt

Now that a (A) _____ has been given, what are the (B) _____ of an essay that (C) _____ must consider in order to fully respond. Based on the (D) _____ of the writing prompt, how can it narrow to a more specific (E) _____? What will be the (F) _____ main ideas making up the (G) _____ paragraphs of the essay? What will be the three (H) _____ supporting each main idea of a body paragraph?

General Info

What techniques will I use to develop an (I) _____ in the introduction to begin the essay? How will I develop my (J) _____ after this? What techniques will be used to develop a (K) _____ in order to end the essay?

According to 1) _____ format, a writer should place, in 2) _____ lines, his or her 3) _____, 4) _____, 5) _____ - _____ and 6) _____ in the upper 7) _____ corner.

MLA Heading

Before a writer begins, it is key to 8) _____ - _____. Two key things one should do in the pre-writing are 9) _____ and 10) _____.

Pre-Writing

The 11) _____ to the essay has two purposes: one is to explain the 12) _____ of the entire essay, and the other is to 13) _____ the reader's attention through one of the following techniques:

Introduction

- 14) _____
- 15) _____
- 16) _____
- 17) _____
- 18) _____
- 19) _____

This 20) _____ is made up of about 21) _____ sentences.

The final sentence is the 22) _____ . When given a

23) _____ prompt, the general information suggested or requested can

Introduction
Continued

become the subject of this 24) _____ statement. The writer must then

include his or her 25) _____ about the subject to complete the thesis sentence.

In the body of the essay, there are typically 26) _____ paragraphs. Every

paragraph must have a 27) _____ , a

Body of Essay

statement to express the 28) _____ idea of the paragraph and the

writer's 29) _____ about it. The topic sentence should then be supported

with at least three 30) _____ . Each concrete detail

should have 31) _____ pieces of 32) _____ to further explain the

writer's thoughts or feelings. One concrete detail and two commentary statements

make up a 33) _____ of writing. The final thought is called the

34) _____ . It should be a reflection on what all three

chunks of information mean to the writer or why they are important.

To 35) _____ the essay, the use of 36) _____ can be

very effective. DO NOT introduce new 37) _____ details or key words

that could belong in the 38) _____ of the essay. Look back over the strong

evidence or solid reasons and ask, "What does this 39A) _____ to me, or "What is the

39B) _____ of this?" Remember the conclusion should not be

Conclusion

40) _____ than the introduction. One of the following techniques or a

combination can be employed:

41. _____

42. _____

43. _____

44. _____

Conclusion
Continued

45. _____

To vary the 46) _____ within the paragraphs, many 47) _____ are available to the writer. There are 48) _____ types of sentences to use when writing: 49) _____, 50) _____, 51) _____, and 52) _____ - _____.

In order to create improved sentence 52A) _____, a variation should be employed. I have learned 52B) _____ different phrase beginnings, and they include: the 52C) _____, 52D) _____, 52E) _____, 52F) _____, and 52G) _____ phrases, as well as the 52H) _____ clause.

Sentence
Variation

To create more 53) _____ sentences within the essay, the use of 54) _____ verbs more often than 55) _____ verbs helps. Also, creating better 56) _____ is the use of 57) _____ words that create specific images for the reader and reduce personal 58) _____.

Word Choice

Including a number of 59) _____ phrases in each sentence helps to make the writing more 60) _____ and informative.

The use of 61) _____ and 62) _____ expressions help to 63) _____ the gap between thoughts to aid the 64) _____ and 65) _____ of the writing.

Transitions

Outline—5 Paragraph Essay Format

- I. Introduction
 - a. Attention Grabber Technique(s)
 - b. Thesis sentence (subject + writer’s opinion about the subject)

- II. Main point #1 to support the thesis sentence (Becomes Topic Sentence)
 - a. Concrete Detail to support main point #1
 - i. Commentary #1
 - ii. Commentary #2
 - b. Concrete Detail to support main point #1
 - i. Commentary #1
 - ii. Commentary #2
 - c. Concrete Detail to support main point #1
 - i. Commentary #1
 - ii. Commentary #2
 - d. Closing Sentence (reflection or comment [opinion] on all three concrete details in paragraph)

- III. Main point #2 to support the thesis sentence (Becomes Topic Sentence)
 - a. Concrete Detail to support main point #2
 - i. Commentary #1
 - ii. Commentary #2
 - b. Concrete Detail to support main point #2
 - i. Commentary #1
 - ii. Commentary #2
 - c. Concrete Detail to support main point #2
 - i. Commentary #1
 - ii. Commentary #2
 - d. Closing Sentence (reflection or comment [opinion] on all three concrete details in paragraph)

- IV. Main point #3 to support the thesis sentence (Becomes Topic Sentence)
 - a. Concrete Detail to support main point #3
 - i. Commentary #1
 - ii. Commentary #2
 - b. Concrete Detail to support main point #3
 - i. Commentary #1
 - ii. Commentary #2
 - c. Concrete Detail to support main point #3
 - i. Commentary #1
 - ii. Commentary #2
 - d. Closing Sentence (reflection or comment [opinion] on all three concrete details in paragraph)

- V. Conclusion (Select at least one of the five) Use a combination if elaborating on one does not create an effective closing of an appropriate length to adequately bring the essay to a close.
 - a. Sum up the writer’s ideas
 - b. Reflect on what is said in the paper
 - c. Give a personal statement about the paper
 - d. Summarize, review, or restate the thesis in different words (good ending to conclusion)
 - e. Make an appeal for action—Tell the reader to do something in relation to the essay

A “**CHUNK**” of writing equals:

1 Concrete Detail (CD) + 2 Commentary Statements (CM)

“**Chunk**”=CD + 2 CM

Three Chunks per paragraph minimum