

## 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?

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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

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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

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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.

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

paragraph must have a 27) \_\_\_\_\_ , a

statement to express the 28) \_\_\_\_\_ idea of the paragraph and the

Body of Essay

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.

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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. \_\_\_\_\_

\_\_\_\_\_

45. \_\_\_\_\_

\_\_\_\_\_

Conclusion  
Continued

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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

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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.

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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)
- A **“CHUNK”** of writing equals:  
1 Concrete Detail (CD) + 2 Commentary Statements (CM)  
  
**“Chunk”=CD + 2 CM**  
  
**Three Chunks per paragraph minimum**
- 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