

Five Paragraph Essay

Structure, Elements,
Advice

Structure - 5 paragraphs

- 1) Introductory Paragraph (Intro)
 - a) Hook, Connection, Thesis
- 2) Body Paragraph One
 - a) 1st subtopic - follow format
- 3) Body Paragraph Two
 - a) 2nd subtopic - follow format
- 4) Body Paragraph Three
 - a) 3rd subtopics - follow format
 - b) Save your strongest argument for last
- 5) Conclusion
 - a) Restate thesis
 - b) No new evidence
 - c) Think big picture - so what?

...more detail to come on each

Why Formulaic Writing?

- Clear steps into academic writing
- Provides foundation to spring from

Progression:

9th Grade Goals:

- Learn & Understand Elements
 - Thesis, Evidence, Commentary
- Learn MLA format and citation rules
- Grow & Practice Analytical Skills
 - Take risks with thoughts!
- Work on mature tone
 - Break No No Habits

10th Grade Goals:

- Complex ideas expressed in writing
- In-depth analysis and stronger evidence
- Once you master this style you begin to think of how to organize these in your OWN style- still sticking to fundamentals
- Elevated syntax and vocabulary

Introductory Paragraph

- The introduction sets the tone for an essay.
- A strong introduction will grab the reader's attention and help keep your paper organized and on topic. (4-6 complex sentences)

1) Begin with a hook: attention getter

- a. Quote, fact/statistic, strong description, interesting fact, global statement, compelling (not simple) questions about society, ideas or the world, at large

2) Connect hook to topic

- a. Explain the topic in detail & relate it to the hook (bridge ideas)

3) Thesis statement (claim, assertion)

- a. This is the backbone of your essay
- b. Directly relates to each body paragraph
- c. Last sentence of your introduction

Thesis, Claim, Assertion

Key Words	claim, assertion, relation, set-up, main idea, purpose, backbone, argument, preview, intro, analytical, confident, direct, basis, sets tone, foundation
Always Present	depth, topic, main idea/central idea, clarity, subtopics, complexity, focus, ANSWER TO THE PROMPT! at the end of the intro, purpose, consistency
Sometimes Present	theme, opinions, facts, point of view, character info, analysis, counterclaim, setting info, sources, research,
Never Present	first person, quotes, questions, dialogue, plot summary, fluff, all no nos, unsupported sub-topics,
Definition	Write your own...

In the _____(book)____, ____ (by)_____, the _____(topic)_____ is shown by _____(1)_____, ____ (2)_____, and _____(3)_____.

In *Of Mice and Men*, by John Steinbeck, the the harsh life of being an outsider is demonstrated though _____, _____, and _____.

Body Paragraphs

Paragraph Elements

Format

(TS) Topic Sentence (claim or assertion of the body paragraph)

- Everything in the paragraph must relate to the topic sentence
- Relates directly back to the thesis
- No quotes

(CD) Concrete Detail: Evidence (data, evidence):

- Concrete detail- quotes, facts, paraphrase, hard evidence
- Be sure to build a sentence around your evidence, don't just stick them in without any introduction.
- One of the CD's in a paragraph must be a quote
- In-text citation (author #). – no comma after the quote

(CM) Commentary, warrant, analysis, reasoning

- Analysis (opinion), analysis, analysis!!!
- How does the evidence support the topic sentence?
- 2-3 sentences follow each piece of evidence
- Avoid plot summary
- Answer the WHY?
- Think post - it note annotations

(CS) Concluding Sentence or Anchor

- Wrap up your thoughts without being repetitive
- Transition to next topic sentence of the next body paragraph
- Use a transition word (see handout)

TS

CD

CM

CM

CD

CM

CM

CS/T

**All of the above
combined
together is
sometimes called
a “chunk.”**

Sample “Perfect Paragraph”

Although Mark Twain becomes a “reconstructed southerner,” he acknowledges that slavery was undeniably a part of his upbringing. As a child, he notes that he “had no aversion to slavery. I was not aware that there was anything wrong about it. No one arraigned it in my hearing; the local papers said nothing against it; the local pulpit taught us that God approved it” (Kaye 8). Here, he represents the indifferent attitude shared and taught throughout the southern backdrop of his childhood, an ingrained moral justification that his character Huck Finn thoroughly explores. Twain’s initial approval of slavery was a naturally cultivated mindset adopted through the acceptance of a cultural norm. His conversion from acceptance to repudiation of slavery is a result of his awakening to the reality of the horrors associated with it: “I vividly remember seeing a dozen black men and women chained to one another, once, and lying in a group on the pavement awaiting shipment to the southern slave market. These were the saddest faces I have ever seen” (Kaye 8). As a human being, he cannot help but identify with the pain and sadness he witnesses in these human faces. Therefore, as an enlightened, intelligent adult, he cannot deny that the exploitation of slaves and the justification of the slave industry is inherently wrong. *The Adventures of Huckleberry Finn* is ultimately born out of these reflections, and out of Twain’s frustration with the southern values he encounters as a child.

Practice

Write an analytical paragraph following the format we just worked on.

WE WILL USE THREE HIGHLIGHTER COLORS DURING THE WRITING WORKSHOP ON 12/15

Remember “Chunk” Format:

TS - thesis, claim, assertion, topic sentence

CD 1- evidence, concrete detail, data

CM - commentary, warrant, analysis

CM - at least 2 sentences

CD 2 - paragraph must have 2- one must be a quote

CM - always follow evidence with analysis

CM - at least 2-3 sentences

CS/T - concluding or transitional

How to Write a Conclusion

- It is the paragraph that leaves the final impression on your reader.
 - It completes the circle of information and lets your reader know you have concluded your argument.
 - It is closely linked to the opening paragraph (parallel structure)
- Just like an opening paragraph has three essential components:
- Hook + Connection + Thesis
- So too does a closing paragraph have three essential components:
- Link to hook + Restatement of Thesis + So what?
- Refer back to your opening paragraph to write your conclusion.
- LINK: A link typically begins the closing and is a connection or continuation of the opening hook.
 - RESTATEMENT: A student will then “restate” the thesis in different words.
 - SO WHAT: Think big picture- what’s the point? What can we take away?

Sample Intro & Conclusion

Notice how they work together...

Intro: (HOOK, CONNECTION, THESIS)

John Lennon once said, “all you need is love.” This message seems to be universal in music as well as literature. The deeper relationships are explored, the more we can see the universality of the need for love. In *Of Mice and Men* by John Steinbeck, he presents the theme of love through the relationships he develops within the story; examples of this message surface between Lennie and objects that give him comfort, the crew in the bunk-house, and most importantly, between Lennie and George.

Conclusion (LINK TO HOOK, RESTATE THESIS, SO WHAT)

Throughout the ages songs have referred to our innate need for love. John Lennon stated it simply, but perfectly in his song. Simply and perfectly Steinbeck also demonstrates the theme ‘the need for love’ in his book *Of Mice and Men*. It is startling that a concept so widely understood and universally needed is so hard to recognize and attain.

Argument Writing (Persuasion)

Types of appeals:

- Logos-logical appeal
 - Evidence and the reasoning based on that evidence. Hard facts, data, statistics.
- Ethos-ethical appeal
 - According to Aristotle--the credibility or trustworthiness that the author establishes in his writing
- Pathos-Emotional appeal
 - Persuades the audience by appealing to emotions

**Try to use a variety of appeals anytime you are writing an argument.*



Terms to Know

- **Claim:** State your position in relation to the topic. (The point you plan to argue) *Topic sentence*
- **Evidence:** Facts, statistics, evidence that support your claim. (Objective!)
Concrete detail #1
- **Reasoning:** How does the data provided support your claim. (2-3 sentences)
Commentary
- **Counterclaim:** Disagrees with the claim, give evidence from other side.
(Play devil's advocate) Important to acknowledge the other side!
Concrete detail #2
- **Rebuttal:** Address the counterclaim. Provide evidence and explanation to disprove, weaken, or discredit counterclaim. This is a combination of evidence and explanation. *Evidence, Commentary*

Sample (OWL Purdue)

Claim: Hybrid cars are an effective strategy to fight pollution.

Evidence 1: Driving a private car is a typical citizen's most air polluting activity. (Cite)

Reasoning: Because cars are the largest source of private, as opposed to industry produced, air pollution switching to hybrid cars should have an impact on fighting pollution.

Evidence 2: Each vehicle produced is going to stay on the road for roughly 12 to 15 years. (Cite)

Reasoning 2: Cars generally have a long lifespan, meaning that a decision to switch to a hybrid car will make a long-term impact on pollution levels.

Evidence2: Hybrid cars combine a gasoline engine with a battery-powered electric motor. According to ineedtoknow.org "the hybrid engine of the Prius, made by Toyota, produces 90 percent fewer harmful emissions than a comparable gasoline engine." (Cite)

Reasoning 3: This combination of technologies means that less pollution is produced.

Counterclaim: Instead of focusing on cars, which still encourages a culture of driving even if it cuts down on pollution, the nation should focus on building and encouraging use of mass transit systems.

Rebuttal: While mass transit is an environmentally sound idea that should be encouraged, it is not feasible in many rural and suburban areas, or for people who must commute to work; thus hybrid cars are a better solution for much of the nation's population

Practice Prompt

Should the death penalty be legal in California?

Claim:

Evidence 1:

Reasoning:

Counterargument:

Rebuttal: