**Paragraph Writing 101**

Throughout the year, you will be asked to write paragraphs to prove your understanding of different texts. Regardless of what you are prompted to write about, you will need to follow a basic template to ensure your writing remains on topic, and is well-developed throughout.

*Here is a template that you can follow, including all of the elements required; remember to cover the entire text (****beginning-middle-end****) in your writing:*

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| --- | --- |
| **Introduction:** | 1. **Hook:** to draw in the reader - *optional* 2. **Background information; title; author** - *required* 3. **Theme statement**: the controlling idea of your response; forecast the arguments you will make - *required*   **\***Ensure you read the instructions carefully; if you are asked to write about character, then each of your points must present some quality of character |
| **Argument 1** | 1. **Topic sentence**: introduce the argument you are going to make, which addresses the task set out in your forecast, and speaks to the question from the prompt you were given 2. **Examples**: these must be specific from the text; quotes; thoughts or actions from characters that aid in proving your point 3. **Commentary:** 2-3 sentences that helps synthesize this point with the theme statement   **\***Your arguments MUST include areas from the beginning, middle and end of the text  **\***Remember to use smooth and logical transitions between each argument |
| **Argument 2** | ***Same elements as Argument 1***  ***\*Remember NOT to start a new paragraph – it’s NOT an essay*** |
| **Argument 3** | ***Same elements as Argument 1***  ***\*Remember NOT to start a new paragraph – it’s NOT an essay*** |
| **Conclusion** | As a writer, you must supply a strong concluding sentence(s). This sentence(s) should not just be another example; it should restate the theme statement (controlling idea) and build upon all the examples used to prove your arguments.  \****DO NOT*** introduce a new example or argument here! |

\*\* Be aware that many teachers use different terminologies when explaining how to write a response to a text. For example here the term “argument” is used instead of “point”. Whatever the terminology, understand that the elements involved are the same; they are vital pieces to a well-written paragraph.