Student Name

Papers are always Double Spaced:

1. Highlight Text and Hold down ctrl+2
2. Right Click 🡪 Paragraph🡪Line

Spacing 🡪 Double

Left Justified

Teacher Name

Class Level/Hour

Date (Day, Month Spelled Out, Full Year ex. 10 October 2013)

Title (Centered)

*Title is the only thing centered*

Push “Tab” to indent

 each paragraph.

**First Paragraph-Introduction:**

* Capture your audience’s attention with a broad statement.
	+ *Example: Ms. Johnston’s class can be fun, but don’t get on her bad side!*
* Become more specific with your next sentences.
	+ *Example: She will help her students understand by using a variety of methods. However, she can become frustrated and her face will turn red if she feels her students aren’t using the resources she gives or just simply don’t care.*
* End with a specific, arguable statement that your paper will focus on.
	+ *Example: English class can be really hard, but if you let Ms. Johnston help you and follow her advice, you will definitely succeed, and find you can succeed in other classes as well.*
		- This statement can be proved or backed up with evidence.
		- We know it is arguable because others can disagree.
		- **This is a thesis statement**. Not as scary as you thought!

**Second, Third, etc. Paragraphs (Body Paragraphs): For each paragraph, think P.I.E**

* Your first sentence is your **Point.** What is the paragraph about?
	+ - * + *Example: When I first came to the Academy, I thought I was going to fail because I was so bad at English.*
	+ Clarify your **Point** with concrete **Information.**
		- * + *Example: I wasn’t doing well at the high school because I didn’t understand what a thesis was. My papers were always missing this, though when I turned them in I swear I had a thesis. Not only that, but reading aloud was really hard. I lost participation points daily because reading made me so uncomfortable.*
	+ **Explain**how your **Information** supports your thesis? Why is it important to this paper?
		- * + *Example: When I walked into the Academy my first day, I didn’t have much hope for my English grade; I just wanted to get through. Ms. Johnston showed me I could understand and enjoy reading. Now my papers all have a thesis! This motivated me to try hard in all of my classes.*
	+ You will do this for each body paragraph. Depending on your topic, you may have/need more evidence to back up your claim.
	+ Remember, each body paragraph will have **P.I.E.** and a smooth transition to the next paragraph. This means that each paragraph is somehow related and not a list with a different topic. Use a transition word to help with flow
	+ Your thesis is the topic, the glue that holds all of your paragraphs together. **Each paragraph must be relevant to your thesis.**

**Contrast Transitions**

however
in contrast
instead
nevertheless
on the contrary
on the other hand
still
yet

 **Addition Transitions**
also
besides
first, second, third
in addition
in the first place, second place, etc.
furthermore
moreover
to begin with, next, finally

**Cause-Effect Transitions**

accordingly
and so
as a result
consequently
for this reason
hence
so
then
therefore
thus

**Comparison Transitions**

by the same token
in like manner
in the same way
in similar fashion
likewise
similarly

**Conclusion: So What?** **Why Should Anybody Care?**

* Your conclusion is your chance to have the last word on the subject. The conclusion allows you to
	+ Have the final say on the issues you have raised in your paper
	+ Summarize your thoughts
	+ Demonstrate the importance of your ideas
	+ Push your reader to a new view of the subject.
* Your conclusion allows you to consider broader issues, make new connections, and elaborate on the significance of your findings.
* **IT IS NOT:**
	+ A summary repeating your paper.
	+ A time to introduce new information.
	+ Appropriate to restate your thesis word for word.
* When writing your conclusion, it’s important to complete the **I.M.A.G.E.** you’ve created for your audience.
	+ Begin by returning to the **Introduction.** Reflect back to the thesis.
		- *Example: I was so scared to enter a new English classroom, but after a week with Ms. Johnston I realized I understood so much more in English, and all of my classes.*

**Conclusion and Summary Transitions**

after all

Overall
at last
finally
in brief
in closing
in conclusion
on the whole

* + - I did not simple copy and paste *“English class can be really hard, but if you let Ms. Johnston help you and follow her advice, you will definitely succeed, and find you can succeed in other classes as well”* but referred to it.
	+ How do the points in your body paragraph **Maintain** your thesis? What **Action** was taken?
		- *Example: I came to the Academy with bad grades and a lot of frustration because I never seemed to understand anything my teacher told me. But, once I got over that frustration and tried to do what Ms. Johnston gave me, I found I was being too hard on myself; she told me that trying is the most important thing I can do, that giving up won’t get me anywhere; she was right.*
	+ What does the reader **Gain** by reading your paper? Think of it as a big idea that the reader takes away. This can also be the last sentence(s) of your paper.
		- *Example: My outlook with English was hopeless, and this stretched to other classes as well. But I learned that sometimes I don’t have to do everything on my own, that there are people there to help if only I would accept it. Once I learned to accept help from Ms. Johnston, I learned I had many adults around me willing to help as well.*
			* Big idea we can infer from our ending? Accept help when it is given because it makes life easier.
	+ Last, read over your paper and make sure you gave your audience all of the **Equipment** they need to understand your argument. In other words, did you hit all of the points listed above and does your argument flow logically?

**Frequently Asked Questions**

1. Always **type** papers in Times New Roman, 12 point font, double-spaced.
2. A paragraph is *at least* 4 complete sentences.
3. When do I make a new paragraph?
	1. When starting a new topic; when your **Point** in your body paragraphs change.
4. Who is my audience?
	1. My teacher, my peers, and other adults reading my paper.
5. Why does audience matter?
	1. Often, one changes style, tone, vocabulary, etc., when presenting to different audiences. Think of writing for elementary school vs. high school.