

Five Paragraph Essay Structure

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| <p>Paragraph 1 Introduction (Thesis Paragraph)</p> | <p>The Introduction will include:</p> <p>Relevant Background</p> <p>Complete Identification (of author, title, and genre)</p> <p>The Main Idea (MI)</p> <p>Three Developmental Ideas (DI's)</p> |
| <p>Paragraph 2 Developmental Paragraph #1</p> | <p>The 1st Developmental Paragraph will include:</p> <p>A Topic Sentence (TS) including a reference to the MI and 1st DI</p> <p>Lead-ins (LI) to provide context for details</p> <p>Developmental Details (details, examples, DQ's that support TS)</p> <p>A Concluding Sentence to sum up the paragraph.</p> |
| <p>Paragraph 3 Developmental Paragraph #2</p> | <p>The 2nd Developmental Paragraph will include:</p> <p>A Topic Sentence that includes a reference to the MI and 2nd DI</p> <p>Lead-ins (LI) to provide context for details</p> <p>Developmental Details (details, examples, DQ's that support TS)</p> <p>A Concluding Sentence to sum up the paragraph.</p> |
| <p>Paragraph 4 Developmental Paragraph #3</p> | <p>The 3rd Developmental Paragraph will include:</p> <p>A Topic Sentence that includes a reference to the MI and 3rd DI</p> <p>Lead-ins (LI) to provide context for details</p> <p>Developmental Details (details, examples, DQ's that support TS)</p> <p>A Concluding Sentence to sum up the paragraph.</p> |
| <p>Paragraph 5 Concluding Paragraph</p> | <p>The Concluding Paragraph will include: the 3 R's</p> <p>A Restatement of your MI and DI</p> <p>Statements that Reflect upon the ideas in your essay and that Reach for Significance.</p> |

The Introduction

The introductory paragraph serves as a blueprint for the essay, establishing the argument that will govern the paper. Although the sequence of the structural elements will vary by discipline, grade level, and assignment, the following components will likely guide the essay:

- Lead-In (LI): provides background and context for the topic
- Complete Identification (CI): the title, author, and genre of the work as needed
- Main Idea (MI): the central assertion of the paper, also called a thesis
- Developmental Ideas (DIs): the categories of support for the MI

Developmental Paragraphs

The heart of the essay, the developmental paragraphs present evidence in support of the main idea. The following components may be included in developmental paragraphs (DPs):

- Topic Sentence: TS = MI + DI + appropriate transition
- Supporting details, often incorporated using the “sandwich model” below:
 - Lead-in (LI): offers context
 - Detail: direct quotation (DQ), examples, paraphrase, summary, statistics, data
 - Related Analysis and Interpretation (A/I): synthesis, explanation, explication
- Concluding Sentence: The “*so what*” of the paragraph, the sentence that brings the paragraph to a close. It **should** draw the evidence to a logical conclusion. It **should not** introduce the next paragraph.

Conclusion

The conclusion is comprised of the “Three Rs,” Recall, Reflect, and Reach for Significance (RFS), and serves as a place for students to recall the information they presented in the essay and to offer original insights about the topic.

Glossary of Terms

Introduction: the opening paragraph which serves as a blueprint for the essay and establishes the argument that will govern the paper

Lead-in (LI): provides background and context for the topic

Complete Identification (CI): the title, author, and genre of the work as needed

Main Idea (MI): the central assertion of the paper, also called a thesis

Developmental Ideas (DIs): the categories of support for the MI

Line of Development (LOD): the observable pattern of organization

Developmental Paragraph (DP): presents evidence in support of the MI

Topic Sentence (TS = MI + DI + transitions as appropriate): the opening sentence of a DP that indicates what the paragraph will explore

Developmental Detail (DD): includes direct quotations (DQs), paraphrases, statistics, data, examples

Analysis and Interpretation (A/I): synthesis, explanation, and explication of evidence

Concluding Sentence (CS): SHOULD draw evidence to a logical conclusion, SHOULD NOT introduce the next paragraph

Conclusion: the closing paragraph which serves as a place for students to recall and to reflect

Reach for Significance (RFS): original insight in the conclusion that draws a parallel, makes an analogy, includes symbolic interpretation.

| Correction Symbols for Student Writers | | |
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| Symbol | Meaning | Discussion/Example (Corrections in parentheses) |
| AGR | Error in agreement | One of the girls lost their (her) book. |
| AWK | Awkward sentence structure | However, the novel goes back to show how close Owen and John were that the death of Tabitha Wheelwright effects Owen as much as John. |
| CAP/ double underline of letter | Capitalization error | The girl went to <u>arkansas</u> . |
| CS | Comma splice | The Red Sox won, (;) they are champions |
| FRAG | Fragment | On the corner of Main and Prospect Streets |
| ^ | Omission | A missing word, punctuation mark, etc. |
| ¶ | Paragraph | New paragraph needed |
| | Parallel structure: grammatical forms must match | He enjoys skiing, surfing and to play tennis. (He enjoys skiing, surfing, and playing tennis.) |
| P | Error in punctuation | Lisa Karen and Michelle came to my house. (Lisa, Karen, and Michelle came to my house.) |
| PASS | Passive voice | The essay was completed by the student. (The student completed the essay.) |
| PR | Proofreading | |
| PS | Plot summary | The essay recounts information rather than analyzing it. |
| RA | Reading accuracy | Student lacks comprehension of the work read. |
| REP | Repetitive | |
| RO | Run-on sentence | The dog is white its fur is curly. |
| SP | Spelling error | |
| SS | Sentence structure | Error in syntax |
| T | Transition | Problem with connections between ideas |
| VAR | Variety needed | Diction needs greater variety. |
| WC | Word choice | Students should select words that are exact, appropriate, and effective. |

The Writing Process

Writing is a process that involves at least four distinct steps: prewriting, drafting, revising, and editing. It is known as a recursive process. While you are revising, you might have to return to the prewriting step to develop and expand your ideas.

Prewriting

1. Prewriting is anything you do before you write a draft of your document. It includes thinking, taking notes, talking to others, brainstorming, outlining, and gathering information (e.g., interviewing people, researching in the library, assessing data).
2. Although prewriting is the first activity you engage in, generating ideas is an activity that occurs throughout the writing process.

Drafting

1. Drafting occurs when you put your ideas into sentences and paragraphs. Here you concentrate upon explaining and supporting your ideas fully. Here you also begin to connect your ideas. Regardless of how much thinking and planning you do, the process of putting your ideas in words changes them; often the very words you select evoke additional ideas or implications.
2. Don't pay attention to such things as spelling at this stage.
3. This draft tends to be **writer-centered**: it is you telling yourself what you know and think about the topic.

Revising

1. Revision is the key to effective documents. Here you think more deeply about your readers' needs and expectations. The document becomes **reader-centered**. How much support will each idea need to convince your readers? Which terms should be defined for these particular readers? Is your organization effective? Do readers need to know X before they can understand Y?
2. At this stage you also refine your prose, making each sentence as concise and accurate as possible. Make connections between ideas explicit and clear.

Editing

1. Check for such things as grammar, mechanics, and spelling. The last thing you should do before printing your document is to spell check it.
2. Don't edit your writing until the other steps in the writing process are complete.

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