

# From Paragraph to Essay

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***“All teachers should strive to be teachers of writing”***  
**Dr. John D. Butler, Ph.D., PE**

*There are only two documents in life that your ability to write will see no light—signing one’s own birth certificate and signing own’s own death certificate. However, in between these major life milestones, there will be numerous times where the ability to write effectively will be an essential skill no matter where life may take you in the future.*

—Dr. Butler  
January 4, 2023

## 4.0. Preface

Writing is one of the four major domains of communication with Listening, Speaking, and Reading being the other three. The ability to communicate effectively is essential to building and sustaining symbiotic relationships—it's the necessary glue that holds societies together. It is used in a variety of contexts, including education, business, and personal communication. The ability to write effectively is crucial for individuals to be able to express themselves and convey their ideas in a clear and coherent manner. The importance of writing in modern society relative to its role in education, the workplace, and personal communication, is discussed in the following.

**Writing plays a critical role in education.** It is a fundamental skill that is taught at all levels of education, from elementary school to college. Writing allows students to express their thoughts, ideas, and knowledge in a clear and organized manner. It also helps students to develop critical thinking skills which are essential for problem-solving and decision-making. In addition, writing is a key component of many academic disciplines, such as literature, history, and social sciences. Given these considerations, the four years of high school education are critical years for helping students develop writing proficiency. Writing the college essay can be an important factor in the college application process. It allows admission officers to gain a better understanding of who the applicant is as a person and how they may fit into the campus community. In the case of selective colleges and universities that have a large pool of academically stellar applicants, the college essay may be the tie-breaker. Students who are able to write effectively will be better prepared to succeed in their chosen field of study in post-high school education.

**Writing is also important in the workplace.** It is used to communicate with colleagues, clients, and customers. Effective writing skills are necessary for creating effective business documents such as emails, reports, and proposals. In addition, the ability to write well can be a key factor in getting hired for a job, as many companies require applicants to submit writing samples as part of the hiring process. In the case of a large pool of job applicants, employers very often use the applicant's cover letter and resume to select a few candidates for interviews. Furthermore, writing is crucial for career advancement, as it allows individuals to communicate their ideas and perspectives to their superiors and contribute to the overall success of the company.

**Writing also plays an important role in personal communication.** In today's digital age, we rely heavily on written communication through emails, text messages, and social media to connect with others. Writing allows individuals to express themselves and convey their thoughts and feelings in a clear and concise manner. It also allows people to stay in touch with friends and family, even if they are physically far apart. Furthermore, writing can be a therapeutic tool, allowing people to process their emotions and gain a deeper understanding of themselves.

In conclusion, writing is an essential skill that plays a vital role in modern society. It is used in education, the workplace, and personal communication, and it is critical for success in all these areas. Writing allows individuals to express themselves, convey their ideas and knowledge, and develop critical thinking skills. Furthermore, it is an important tool for career advancement and personal growth. As such, it is essential that we continue to prioritize the teaching and development of writing skills across all content areas in education.

## **What does the research say about expectations for student growth in writing?**

### **1st Grade:**

- Students learn to write simple sentences and short paragraphs using basic grammar and punctuation (Reference: "First-Grade Writing Standards" by Common Core State Standards Initiative)

### **2nd Grade:**

- Students learn to write about personal experiences and observations, using descriptive language and proper capitalization and punctuation (Reference: "Second-Grade Writing Standards" by Common Core State Standards Initiative)

### **3rd Grade:**

- Students learn to write longer, more detailed narratives and informative texts, using transitional words and phrases (Reference: "Third-Grade Writing Standards" by Common Core State Standards Initiative)

### **4th Grade:**

- Students learn to write persuasive texts, using evidence and reasoning to support their opinions (Reference: "Fourth-Grade Writing Standards" by Common Core State Standards Initiative)

### **5th Grade:**

- Students learn to write research papers, using multiple sources to gather information and cite sources correctly (Reference: "Fifth-Grade Writing Standards" by Common Core State Standards Initiative)

### **6th-8th Grades:**

- Students continue to develop their research and analytical writing skills, learning to write in various genres such as poetry, drama, and literary analysis (Reference: "Middle School Writing Standards" by Common Core State Standards Initiative)

### **9th-10th Grades:**

- Students learn to write in formal academic styles, such as MLA and APA citation formats (Reference: "High School Writing Standards" by Common Core State Standards Initiative)

### **11th-12th Grades:**

- Students continue to refine their writing skills, focusing on advanced literary analysis and research, and preparing for college-level writing (Reference: "High School Writing Standards" by Common Core State Standards Initiative)

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## By the end of *From Paragraph to Essay*

### Learning Objectives:

- Students will be able to identify the three parts of a given correctly framed paragraph: (1) the topic sentence; (2) relevant details; and, (3) the closing statement.
- Given a prompt, students will be able to create a correctly framed single paragraph with (1) an engaging topic sentence; (2) relevant details; and, (3) a closing statement.
- Students will be able to identify and briefly describe the four types of paragraphs: expository, descriptive, persuasive, and narrative.
- Given a prompt and using the “3-Paragraph Essay Graphic Organizer,” students will be able to construct a 3-paragraph essay that meets a set of five specific guidelines.
- Using the “3-Paragraph Essay Analysis Worksheet,” students will be able to check the conformity of their essay to five specific guidelines.
- Using the “Generic 3-Paragraph Essay Checklist,” students will be able to self-check their essay before submitting for grading.
- Given a prompt and using the “5-Paragraph Essay Graphic Organizer,” students will be able to construct a 5-paragraph essay that meets a set of five specific guidelines.
- Using the “5-Paragraph Essay Analysis Worksheet,” students will be able to check the conformity of their essay to five specific guidelines.
- Using the “Generic 5-Paragraph Essay Checklist,” students will be able to self-check their essay before submitting for grading.
- Students will be able to demonstrate the appropriate use of transition words to connect paragraphs.
- **For advanced students:** Given a choice of research topics and no restrictions of the number of paragraphs but with a minimum requirement of two fully typed pages, students will be able to write a research paper that has been framed with a clearly evident introduction paragraph and conclusion paragraph with strategically constructed multiple body paragraphs that sequentially/logically lead the reader from introduction to conclusion and with clear transitions between paragraphs—all paragraphs supportive of the main thesis.

## By the end of *From Paragraph to Essay*

### Words to Know:

adjective, aesthetic, analysis, article, body paragraph, comma, clause, closing sentence, colon, compound sentence, complex sentence, conformity, conjunction, dependent clause, descriptive, ellipsis, em dash, en dash, exclamation point, expository, first person, guideline, hyphen, indent, independent clause, narrative, noun, parameter, period, persuasive, point of view, predicate, preposition, pronoun, proofreading, punctuation, question mark, quotation marks, relevant details, second person, semicolon, sentence structure, simple sentence, thesis statement, third person, topic sentence, transition words, verb

## **Suggested Writing Goals**

**By the end of every semester, every student in grades 9 – 12 can demonstrate their ability to produce at least one exemplary writing sample for each of the following in all four content areas: a 1-paragraph essay, 3-paragraph essay, and a 5-paragraph essay.**

**The deliverable should include three components stapled together in specific order: The cover sheet is the “Self-Checklist” followed by the essay, and then the “Paragraph Analysis worksheet.”**

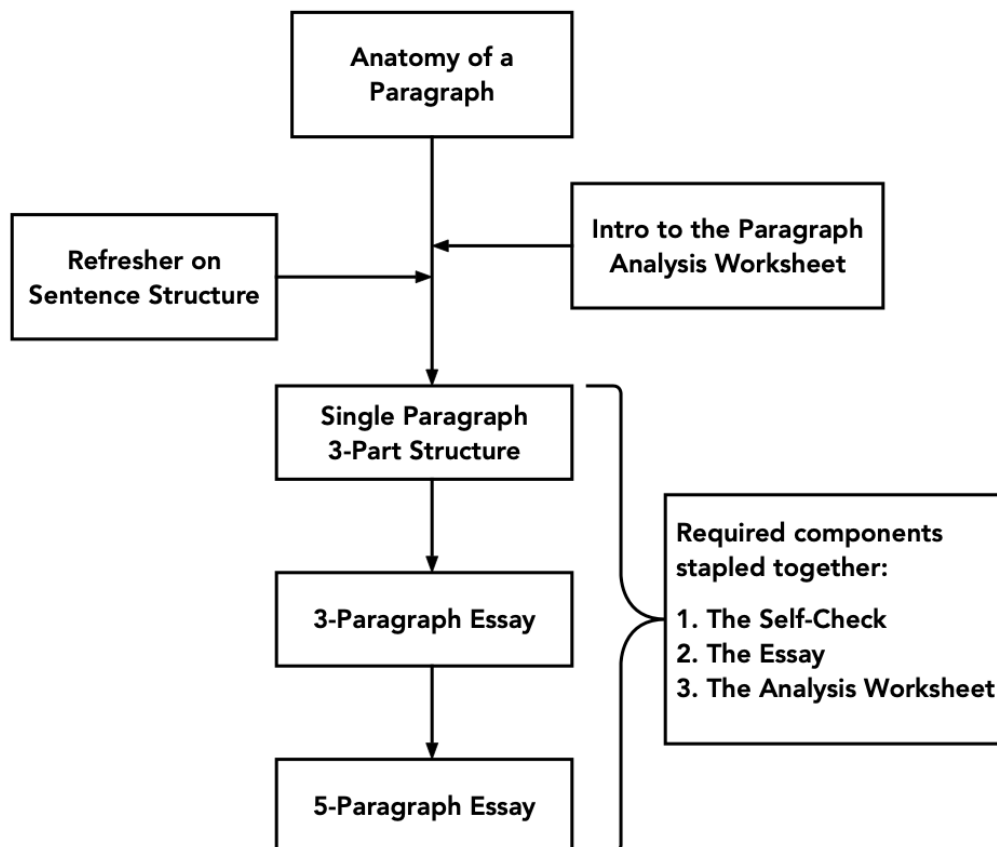
## Instructional Sequence

This chapter is designed to provide an instructional flow that starts with the very basics of recognizing what a correctly constructed single paragraph should look like. This involves the student fully understanding that the paragraph structure consists of a topic sentence, followed by some relevant details supporting the main thesis, and then ending with a conclusion statement.

Next, students are introduced to the “Paragraph Analysis Worksheet”—one of the three required components of the final deliverable to be handed in for grading.

Once students have mastered the single paragraph 3-part structure and have demonstrated proficiency at using the Paragraph Analysis Worksheet, only then can instruction progress to the 3-paragraph and 5-paragraph levels.

The instructional flow is shown in Figure 4.0. At some point, it is anticipated that there will be a need for a refresher on sentence structure. As shown in the flow diagram, it is recommended that such a review be performed prior to students writing single paragraphs. A “Refresher on Sentence Structure” is included in Appendix A.



**Figure 4-0. Overview of the Flow of Chapter 4 Instruction**

## Part 1. Perfecting the Paragraph

***You don't have to see the whole staircase, just take the first step.***

—Martin Luther King

### 4-1. The Anatomy of a Paragraph

A paragraph is an organized group of sentences in which all of the sentences are related to a single topic, theme, or thought. There are no strict rules as to the number of sentences in a paragraph or the number of words in a sentence. Writing experts recommend that sentences in the paragraph should vary in length to make reading more interesting. However, sentences too short may be too abrupt and sentences too long may be too confusing for readers.

For most academic writing, the generally accepted guidelines for paragraphs include the following parameters:

- (1) Five to six sentences per paragraph is a good goal with up to 10 sentences allowed.
- (2) In terms of the number of words in a sentence, sentences should vary in length.
- (3) The average number of words for the sentences in a paragraph should be between 15 and 20.
- (4) The sentence length should never exceed 30 words.
- (5) The total number of words in a paragraph should be between 75 and 200.

These parameters are merely guidelines intended to establish a level of uniformity that supports efficient readability of a vast majority of writing assignments, however, there are exceptions. It's important not to suppress creativity in writing and these guidelines are fairly broad to that end.

As an example of whether or not a paragraph meets the five guidelines listed above, let's check the following paragraph for conformity to the five. Refer to the "1-Paragraph Analysis Worksheet" provided as Table 4-1.

Every year, on Independence Day, the Nathan's Famous International Hot Dog Eating Contest is held at Nathan's Famous Corporation's original, and best-known restaurant. The restaurant is located at the corner of Surf and Stillwell Avenues in Coney Island. On July 4, 2022, competitive eater Joey Chestnut won his 15th contest. He devoured an astounding 63 hot dogs and buns in 10 minutes. Chestnut has won the long-running Independence Day contest 15 of the last 16 years. Joey Chestnut's personal record of 76 hot dogs was set in 2021. A warning to future spectators, don't stand too close to Joey Chesnut after he finishes eating in a competition."



**Table 4-1. A Check of the Example Paragraph for Conformity to the Five Guidelines Using the 1-Paragraph Analysis Worksheet:**

<b>Guideline ID</b>	<b>(1)</b>	<b>(2)</b>	<b>(3)</b>	<b>(4)</b>	<b>(5)</b>
<b>Guideline Specification</b>	<b>5 to 10 sentences per paragraph</b>	<b>Sentences should vary in number of words</b>	<b>Average of 15 to 20 words per sentence</b>	<b>Longest sentence not greater than 30</b>	<b>Total words between 75 and 200 per paragraph</b>
<b>Analysis for the Given Paragraph</b>	7	23, 15, 12, 12, 14, 12, 19	15.3	23	107
<b>Paragraph Meets the Guideline?</b>	Yes	Yes	Yes	Yes	Yes

Again, conformance to these five guidelines does not, in any means, speak to the quality or creativity of the writing content. Conformance simply helps toward supporting readability, engagement, understandability, and retention by the audience.

### **Instructions for Completing the Table.**

**Step 1.** Begin with the first sentence and count every word. Write the number in the second column labeled “(2) Sentences should vary in number of words.” Note: hyphenated words always count as one word. For example “long-running” counts as one word.

Continue this process until the words in each sentence have been counted and recorded in column (2).

**Step 2.** Write the largest number of words from Step 1 into column 4 labeled “(4) Longest sentence not greater than 30 words.”

**Step 3.** Count the number of entries from Step 1 (which should be equal to the number of sentences in the paragraph). Enter the number of sentences into the first column labeled “(1) 5 to 10 sentences per paragraph.”

**Step 4.** Using the “Word Count” feature in Microsoft Word under the “Tools” tab (or a similar program) or manually count all words to determine the total number of words in the entire paragraph. Write this total in column (5).

**Step 5.** Divide the number in column (5) by the number in column (1) to get the average number of words per sentence. Write this number in the third column labeled “(3) Average of 15 to 20 words per sentence.”

**Step 6.** Complete the bottom row of the table by answering Yes or No to the headings at the top of each of the five columns.

**Step 7.** For any column with a “No,” make the necessary adjustments to the paragraph to meet the parameter(s).

The order of filling the columns in Table 4-1 is not important. The order of steps provided above is just one way. What is important is that, as a best practice, students are taught to check each paragraph for conformity to the five guidelines. Whether at the high school level or college level, it is not uncommon for students to be assigned a 500-word essay or paper or even a 1000-word writing assignment. Completing a table, such as presented in Figure 4-1, will help students develop the ability to produce correctly structured multi-paragraphical writing assignments. In the Appendix of this book, templates for a 1-Paragraph Analysis Worksheet; 3-Paragraph Analysis Worksheet; and, a 5-Paragraph Analysis Worksheet, are provided

### *Teaching Strategy*

#### **(TS4-1): Practicing Using the Paragraph Analysis Worksheet**

**Choose a single paragraph from some book or article that has between 5 and 10 sentences. Have students complete the “1-Paragraph Analysis Worksheet” template shown in the Appendix.**

**Estimated time to complete the table: under 10 minutes.**

**Provide multiple opportunities for students to practice this routine.**

**This could be a “warm-up” activity in all content areas with the given paragraph selected related to the content area—an opportunity for students to practice using academic language!**

As a best practice, every student is required to submit a completed analysis worksheet when multi-paragraphical writing assignments are assigned. The worksheet is to be stapled to the back of the writing assignment.

**Classroom teachers should strive to build a culture in which students are motivated to hand in their best work first.** This can be accomplished by providing the students with the method and tools to self-check their work (e.g., the 1-Paragraph Analysis Worksheet). Further, teachers should not accept student work for grading that, by cursory view, appears incomplete. Hand the work back to the student to complete. The message to the student is, “Hand in your best effort first or you will be doing the work over and over. Handing in incomplete and/or unsatisfactory work takes away time that I can use to provide you and others with valuable feedback that will make you a better writer.”

## 4-2. Paragraph Types

Expository, descriptive, persuasive, and narrative paragraphs are all types of writing that serve a unique purpose and can be used in different types of writing to achieve specific goals. Table 4-2 provides a brief explanation of the differences between the four types. In summary, expository paragraphs inform and explain, descriptive paragraphs describe and create imagery, persuasive paragraphs convince and persuade, and narrative paragraphs entertain and tell a story.

**Table 4-2. The Four Main Types of Paragraphs.**

Type	Examples of Where Used	Brief Description
Expository	Essays; Academic papers; Journal articles; Textbooks; Business writing	The purpose of an expository paragraph is to present information in a clear and objective manner. Expository paragraphs are primarily used to explain a single thought through the use of details that may include data, statistics, and citations. The paragraph builds to a conclusion fully supported by the preceding details.
Descriptive	Fiction such as novels; Poetry; Advertising; Non-fiction	Descriptive paragraphs are used to describe a person, place, or thing. They are often used to create vivid imagery and bring a scene to life. The purpose of a descriptive paragraph is to paint a picture in the reader's mind and create a sense of atmosphere.
Persuasive	Opinion pieces; Editorials; Speeches; Advertising.	Persuasive paragraphs are used to convince the reader to agree with a particular point of view (e.g., the author's opinion). Data and statistics may be used by the author as evidence and reasoning to convince the reader to take a specific action or hold a certain belief.
Narrative	Fiction such as novels; Short stories; Poetry; Non-fiction stories such as biographies	Narrative paragraphs tell stories whether imaginary or real. Their purpose is to entertain the reader and take them on a journey through the events of the story. A paragraph may include imbedded dialogue or may be broken up into separated sentences as to avoid the reader getting confused between character voices.

## Examples of the Four Types of Paragraphs (refer to Table 4-2)

### Expository Paragraph Example:

Not many telescopes get introduced by the president, but JWST, the gold-plated wunderkind of astronomy built by NASA with the help of the European and Canadian space agencies, deserves that honor. It is the most complex science mission ever put into space and at \$10 billion the most expensive. And it did not come easy. Its construction on Earth took 20 years and faced multiple setbacks. New perils came during the telescope's monthlong, 1.5-million-kilometer journey into space, as its giant sunshield unfurled and its golden mirror blossomed. Engineers ticked off a total of 344 critical steps—any one of which could have doomed the mission had they gone wrong.

—Daniel Cleary, *Golden Eye* (Science online; December 15, 2022)

### Descriptive Paragraph Example:

In the trailer, they were clustered around the table where the baby Tyrannosaurus rex lay unconscious on a stainless-steel pan, his large eyes closed, his snout pushed into the clear plastic oval of an oxygen mask. The mask almost fitted the baby's blunt snout. The oxygen hissed softly.

—Michael Crichton; *The Lost World*, p.297

### Persuasive Paragraph Example:

The most important lesson we learned in 2022 was the importance of health and the need to be grateful for it. It has been nearly three years since the Covid pandemic started, and the pain it caused should remind us to cherish our health. I have hope that the new year will be better than the past couple of years have been thanks to the awareness of public health and sanitation that Covid gave us. Despite the hardships we have faced, 2023 will be better because of the lessons we have learned.

—Safia Khan, University of Illinois Urbana-Champaign, English;  
(Wall Street Journal online; *WSJ:OPINION*; December 27, 2022)

### The Narrative Paragraph Example:

“Sails, Ho! yelled the lookout from the main mast crow's nest pointing toward the stern.”

“How many.”

“Two ships in pursuit.”

“What colors?” asked Captain Lawrence Prince.”

“Can't say for sure...too far...wait—Death's head with bones across” reported the lookout as he squinted into his spyglass.

“That would be Black Sam,” said Captain Prince referring to the pirate Sam Bellamy.

—J. D. Butler, *By Angelica's Hand*, Unpublished work.

### 4-3. The Paragraph 3-Part Structure

Most paragraphs in academic writing have a three-part structure: topic sentence, relevant details, and a closing sentence.

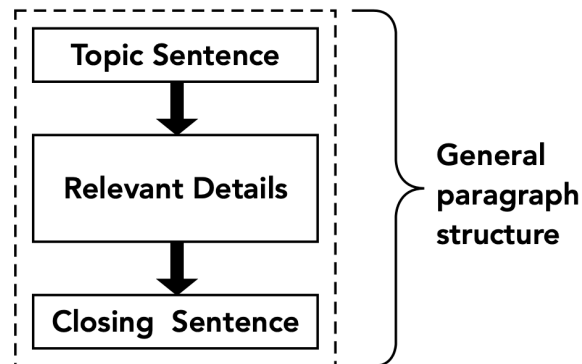


Figure 4-1. The general paragraph structure

Refer to Figure 4-1,

The first part of the paragraph structure is the **topic sentence**. It is generally the first sentence of the paragraph. The topic sentence should be just long enough to present the main idea of the entire paragraph to follow.

The second part of the paragraph structure is where **relevant details** are presented. Typically, there are at least a few sentences that each present information relative to the main idea stated in the topic sentence. Depending on the paragraph type, the relative details may include data, statistics, citations; descriptions of characters, events, places, and things; or sequential dialogue.

The third part of the paragraph, the **closing sentence**, summarizes the main idea of the paragraph without adding any new details. It is the very last sentence of the paragraph.

Here is an example of identifying the three main parts of a paragraph:

Easter Island is home to large stone figures. The island, a Chilean territory, is a remote volcanic island in Polynesia. Its native name is Rapa Nui. It's famous for archaeological sites, including nearly 900 monumental statues called moai created by inhabitants during the 13th–16th centuries. The moai are carved human figures with oversize heads, often resting on massive stone pedestals called ahus. Ahu Tongariki on Easter Island has the largest group of upright moai.

Topic Sentence



**Easter Island is home to large stone figures.**

The island, a Chilean territory, is a remote volcanic island in Polynesia. Its native name is Rapa Nui. It's famous for archaeological sites, including nearly 900 monumental statues called moai created by inhabitants during the 13th–16th centuries. The moai are carved human figures with oversize heads, often resting on massive stone pedestals called ahus.

Relevant  
Details

**Ahu Tongariki on Easter Island has the largest group of upright moai.**



Closing Sentence



Figure 4-2. Abu Tongariki on Easter Island

***Teaching Strategy***  
**(TS4-2): Refresher on Sentence Structure**

**At this point, before moving on, it is recommended that the teacher review with students the “Refresher on Sentence Structure” shown in Appendix.**

**This review includes words that students should be familiar with such as: sentence structure, verb, adjective, noun, pronoun, predicate, clause, dependent clause, independent clause, and conjunction**

**In addition, students should be familiar with the use of common punctuation such as: colon, comma, exclamation point, period, question mark, quotation marks, and semi-colon.**

#### 4-4. Five Strategies for Engaging Readers to Read On

*“You never get a second chance to make a first impression.”*

—Will Rogers

The topic sentence is the window which the reader peaks through to see if the paragraph is of interest and worthy of reading on. It’s not unlike tourists strolling down Main Street USA looking for a place to eat and reading menus posted outside the restaurant before entering. Or, not unlike viewing a trailer to a movie and deciding if it’s worthy of spending a good part of a day’s pay on tickets, popcorn, and a drink. Five topic sentence strategies for sparking readers’ interest are presented in the following.

##### 1. Ask a question.

Example topic sentence: **Is technology spying on you?**

Example topic sentence: **Are Any Dinosaurs Still Alive Today?**

##### 2. Introduce a comparison.

Example topic sentence: **COVID-19 related school closures have ignited a heated debate over e-learning vs. classroom learning.**

Example topic sentence: **Coke vs. Pepsi is an age-old cola rivalry.**

##### 3. State an interesting fact.

Example topic sentence: **The Greater Yellowstone Ecosystem is the land of 49+ Indigenous Tribes who maintain current and ancestral connections to the lands, waters, wildlife, plants, and more.**

Example topic sentence: **Only two-thirds of American millennials believe the Earth is round.**

##### 4. Set the scene with a description.

Example topic sentence: **Just after midnight, the two men got into Bobby’s 83 maroon Dodge Mirada, headed for 25 Evans Way and pulled up near the side of the Isabella Stewart Gardner Museum.**

Example topic sentence: **“It stinks, it leaks, and the windows fall out.”**  
(Note: this was the title of a lengthy article by *Providence Journal* staff writer Gina Macris in reference to the building in which I was teaching.

##### 5. Encourage shock/excitement.

Example topic sentence: **A jolt of electricity ran through the crew, and along with it, caution.**

Example topic sentence: **The grizzly sank its teeth into the camper’s boot and dragged him from his tent.**



## 4-5. Point of View

Point of view is the writer's position in relation to a story being told. There are three kinds of point of view: first person, second person, and third person. The choice of point of view determines which pronouns must be used.

### From Table 4-3

For first person, permissible pronouns include: I, I'll, I'm, me, myself, my, mine, we, us, ourselves, our, ours.

For second person, permissible pronouns include: you, yourself, your, yours.

For third person, permissible pronouns include: he, him, himself, his, she, her, hers, herself, it, its, them, themselves, their, theirs, they

### Point of View Examples (note the bold-faced pronouns used in each case)

#### First Person:

**"I** TURN ON the bathroom-sink faucet and let the cold water wash over **my** hand. In Port-au-Prince, **we** had a well in the front yard. By this time, **I** would've had to wash and rinse out the bucket from the bathroom to bring it outside and pull clean water up from the well. Then **I'd** have to carry it back into the house and pour the well water into the tub for **my** bath. I can balance a bucket on top of **my** head, too. But **I** won't let **my** cousins see that."

—*American Street*, by Ibi Zoboi; p.33

#### Second Person:

**"You** are about to begin reading Italo Calvino's new novel, *If on a winter's night a traveler*. Relax. Concentrate. Dispel every other thought. Let the world around **you** fade. Best to close the door; the TV is always on in the next room. Tell the others right away, 'No, I don't want to watch TV!'"

—*If on a winter's night a traveler*, by Italo Calvino

#### Third Person:

**"DRESSED** in LIGHTER clothing, Governor Almont breakfasted alone in the dining hall of the mansion. As was **his** custom, **he** ate a light meal of poached fish and a little wine, followed by another of the minor pleasures of **his** posting, a cup of rich, dark coffee. During **his** tenure of governor, **he** had become increasingly fond of coffee, and **he** delighted in the fact that **he** had virtually unlimited quantities of this delicacy, so scarce at home."

—*Pirate Latitudes*, by Michael Crichton; p.19

**Table 4-3. Point of View Pronouns**

<p><b>FIRST PERSON PRONOUNS</b></p> <p><u>Use these words:</u></p> <p><b>I, I'll, I'm, me, myself, my, mine, we, us, ourselves, our, ours</b></p>
<p><b>SECOND PERSON PRONOUNS</b></p> <p><u>Do not use</u> these words unless quoting from a given excerpt:</p> <p><b>You, yourself, your, yours</b></p>
<p><b>THIRD PERSON PRONOUNS</b></p> <p><b>He, him, himself, his, she, her, hers, herself, it, its, them, themselves, their, theirs, they</b></p>

## **4-6. Using Transition Words to Connect the Flow of Ideas**

Transition words are used to connect ideas, sentences, and paragraphs in written or spoken language. With regards to writing, this connection can occur within a paragraph or between paragraphs. They indicate a relationship between the ideas and help the audience follow the flow of thought. Examples of transition words include "however," "therefore," "in addition," "furthermore," "on the other hand," "in contrast," "similarly," and "nevertheless." They are used to indicate a shift in the direction of the argument, to add emphasis, to give an example, to show cause and effect and many more. They are often used in academic or professional writing to help the audience understand the structure and flow of the text.

Transitional words link sentences and paragraphs together smoothly so that there are no abrupt jumps or breaks between ideas. A transition between paragraphs can be a word or two, a phrase, or a sentence. Transitions can be at the end of the first paragraph (e.g., Introduction paragraph), at the beginning of the second paragraph (e.g., Body paragraph), or in both places. However, as a general rule and to make things much easier, most paragraphs after the Introduction paragraph will begin with a transition. This way, the reader can follow your thoughts more easily.

**Note: Refer to Table 4.4 for a comprehensive list of transition words and when to use them.**

**Table 4-4. Examples of Transition Words and When to Use Them**

<b>When to Use</b>	<b>Possible Transition Words</b>
<b>To show addition:</b>	again, and, also, besides, equally important, first (second, etc.), further, furthermore, in addition, in the first place, moreover, next, too
<b>To give examples:</b>	for example, for instance, in fact, specifically, that is, to illustrate
<b>To compare:</b>	also, in the same manner, likewise, similarly
<b>To contrast:</b>	although, and yet, at the same time, but, despite, even though, however, in contrast, in spite of, nevertheless, on the contrary, on the other hand, still, though, yet
<b>To summarize or conclude:</b>	accordingly, all in all, as a result, consequently, finally, in brief, in conclusion, in other words, in short, in summary, on the whole, that is, therefore, to sum up, thus
<b>To discuss a consequence or result</b>	accordingly, as a result, because, consequently, due to, for this reason, hence, in other words, since, so, so that, then, thus, therefore, with the result that
<b>To show time:</b>	after, afterward, as, as long as, as soon as, at last, before, during, earlier, finally, formerly, immediately, later, meanwhile, next, since, shortly, subsequently, then, thereafter, until, when, while
<b>To show place or direction:</b>	above, below, beyond, close, elsewhere, farther on, here, nearby, opposite, to the left (north, etc.)
<b>To show emphasis</b>	above all, again, also, besides, certainly, furthermore, in addition, in fact, in truth, indeed, of course, surely, really, truly
<b>To indicate logical relationship:</b>	accordingly, as a result, because, consequently, for this reason, hence, if, otherwise, since, so, then, therefore, thus
<b>To suggest something</b>	for this purpose, therefore, to this end, with this in mind, with this purpose in mind
<b>To give details</b>	especially, in detail, in particular, including, specifically, to enumerate, to explain, to list, namely
<b>To describe location or direction</b>	above, across, adjacent, along the edge, around, at the bottom, at the front, at the left, at the rear, at the right, at the top, behind, below, beneath, beside, beyond, in front of, in the background, in the center, in the distance, in the forefront, in the foreground, nearby, nearer, next to, on the side, on top, opposite, out of sight, over, straight ahead, surrounding under, within sight
<b>To Illustrate</b>	for example, for instance, in other words, in particular, namely, specifically, such as, thus, to illustrate

## 4-7. The Aesthetics of Writing: Writing as Art

Writing is a form of art. It allows individuals to express their thoughts, emotions, and experiences in a creative and imaginative manner. Through words, a writer can paint vivid pictures in the reader's mind, evoke powerful emotions, and communicate complex ideas. Just as a sculptor molding clay or a painter brushing strokes on canvas, a writer manipulates language to create a unique piece of work.

The ancient Greeks, who valued beauty in all forms of art, believed that a work's aesthetic appeal was a reflection of its creator's skill and creativity. In writing, aesthetics refers to the sensory and emotional qualities that make a piece of writing pleasing and enjoyable to read. This can be achieved through the use of language, tone, imagery, and structure.

In the same way that the Greeks saw beauty in the proportion and symmetry of a statue or building, writers can achieve aesthetic beauty in their writing by creating balance, rhythm, and harmony in their words. By choosing words carefully and arranging them in a way that flows naturally, writers can create writing that is aesthetically pleasing and easy to read.

Furthermore, writing can also be considered a form of art because it reflects the personality and experiences of the writer. Just as a sculptor's work reveals their individual style and perspective, a writer's voice and style are unique to them and serve as a window into their inner thoughts and emotions.

One of the key elements of the aesthetics of writing is typography, which refers to the design and arrangement of typeface and font. A writer can choose from a wide range of typefaces and fonts, each with its own unique characteristics, to create a specific tone or effect. For example, a formal, traditional typeface like **Times New Roman** can convey a sense of **seriousness and authority**, while a more modern, bold font like **Futura** can convey a sense of **innovation and forward-thinking**.

Another important aspect of the aesthetics of writing is the use of white space, which refers to the empty spaces on a page between lines of text and around the edges of a page. White space can be used to create a sense of balance and harmony in a piece of writing and can also be used to draw attention to certain elements of the text.

Additionally, the use of imagery and metaphors can also contribute to the aesthetic of writing. By using vivid, evocative imagery, a writer can create a sense of atmosphere and mood in their writing, which can make it more engaging and impactful for the reader. Similarly, by using metaphors, a writer can create a deeper meaning in their work and help readers to better understand their ideas.

Ultimately, the aesthetics of writing is an important aspect of the creative process and can be used to enhance the overall impact of a piece of writing. Whether through the use of typography, white space, imagery, or metaphor, a writer can use the elements of aesthetics to create a unique and powerful literary experience for their readers.

## **Do not underestimate the importance of the physical presentation of one's writing!**

The following is excerpted from Butler (2009, 2016).

In 2005, the College Board added a Writing component (i.e., an essay task) to its SAT creating a new SAT section. In March of that year, Dr. Les Perelman, then Director of Writing Across the Curriculum Program in Writing and Humanistic Studies at the Massachusetts Institute of Technology (MIT), sat in on a panel session at the Fifty-Sixth Annual Convention on College Composition and Communication 2005 (CCCC) being held in San Francisco. Conference Session C.28 on Thursday, March 17, 2005 was entitled: “The New SAT Writing Section: Perils and Possibilities” chaired by Kathleen Yancy from Clemson University. There were five presenters listed on the agenda: Edward M. White (University of Arizona, Tucson), Liz Hamp-Lyons (University of Hong Kong), Dennis Baron (University of Illinois, Urbana-Champaign), Arthur VanderVeen (College Board, New York, NY), and, Jonathan Lang (University of California).

During the session, Dr. Perelman addressed the panel with “It appeared to me that regardless of what a student wrote, the longer the essay, the higher the score.” The College Board representative on the panel disagreed with him arguing that Dr. Perelman was jumping to conclusions. Dr. Perelman was given sample essays at the conference. As he would later recount in interviews, being from MIT—a place where everything is backed up by data, as soon as he got back to his hotel room, he counted the words and put them in an EXCEL spreadsheet on his laptop. When he got to some ungraded essays, he realized he could simply look at them from across the room and know what the score would be just by its length in words.

Within a few weeks following the conference, he was able to retrieve 54 graded sample SAT essays—everyone that he could find made public by the College Board. The data set was comprised of 15 samples from the ScoreWrite book that the College Board distributed to high schools nationwide to prepare students for the new writing section, 23 graded essays on the College Board Web site meant as a guide for students, and, 16 writing “anchor” samples the College Board used to train graders to properly mark essays.

Plotting the total number of essay words written against the score revealed an extremely high correlation. “I have never found a quantifiable predictor in 25 years of grading that was anywhere near as strong as this one, he said. ‘If you just graded them based on length without ever reading them, you’d be right over 90 percent of the time.’” Perelman also made note of his observation that the shortest essays, typically around 100 words, received the lowest grade “1” and the longest essays, typically 400 words, received the top grade of “6.” Everything in between was virtually a match between length and grade.

But Dr. Perelman didn’t stop at counting words. He found that there were lots of factual errors in even the essays receiving the top grades. He was surprised that on the new SAT essay, students would not be penalized for incorrect facts—the official guide for scorers explains: “Writers may make errors in facts or information that do not affect the quality of their essays...You are scoring the writing, and not the correctness of facts.”

When asked how he would advise students on preparing for the SAT essay, Perelman

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said, “I would advise writing as long as possible, and include lots of facts, even if they are made up.” This is not what he teaches his MIT students. “It’s exactly what we don’t want to teach our kids,” he said. The new 25-minute SAT essay test...is actually teaching high school students terrible writing habits. Perelman added that **SAT graders are told to read an essay just once and spend two to three minutes per essay—that’s reading and grading between 20-30 essays per hour.** Perelman spent several years researching and identifying absurdities on how essay questions were designed and scored. He continued to find that the highest correlate with scoring high on the SAT was the length of the essay. [In 2016, Dr. Butler conducted a very close simulation to Dr. Perelman’s study using actual graded SAT essays available from College board. He arrived at the same conclusion as Dr. Perelman—length mattered. Refer to *Knocking it Out of the PARCC*, Butler (2016) for a detailed discussion of the research and findings.]

In the March, 2014 New York Times Magazine article “The Story Behind the SAT Overhaul” (Balf, 2014), author Todd Balf provides a detailed historical account of the major overhaul of the SAT to a “New SAT” that would begin in the spring of 2016. Balf describes a July, 2012 meeting that took place between David Coleman, newly appointed as the next President of the College Board, and Les Perelman who had been invited by Coleman. During their meeting, Dr. Perelman stated that he was not against an essay, along as it is done well. Perelman explained that it was absurd to ask students to write on demand in 25 minutes on something they never thought about—just doesn’t happen in real world employment. Dr. Perelman would later state that he thought his meeting with Coleman was productive. In Balf’s 2014 article, the overhaul included making the SAT essay optional beginning in spring 2016. In the article, David Coleman, the College Board President largely credited Perelman for the change. In her article: “The man who killed the SAT essay,” author Joanna Weiss, citing the Balf article, included the following statement: “They ought to be holding parades for Les Perelman at high schools across the country: plenty of people rail against the SAT, but few get action” (Weiss, 2014).

In June 2021, The College Board announced that the SAT essay would be discontinued. Subsequently, the Rhode Island SAT School Day assessment, normally administered in April, no longer includes the essay section of the test.

A general definition of *aesthetics* found in the literature is: “The branch of knowledge called *aesthetics* [italics added] is concerned primarily with the aesthetic feeling and the aesthetic objects which produce it” (Birkhoff, 1956, p.2185). There is an interesting theory born within the art world that explains an aesthetic connection between observer and object and may be considered generalizable to many areas outside of the art world:

In his 1912 article entitled “Psychical Distance as a Factor in Art and an Aesthetic Principle” which appeared in the British Journal of Psychology, author Edward Bullough proposed an interesting theory for the art world. His theory dealt with the relationship between a human and an inanimate object. He proposed that the degree of engagement with the object was related to both feelings of the observer toward the object and features or characteristics projected by the object itself. Bullough related the degree of feelings between the observer as the “psychical distance” (Bullough, 1912). His choice of the words “psychical distance” was

purposely intended to imply “mental positioning” as opposed to a physical geometric distance. “Bullough’s concept is that the observer receives from the object an aesthetic experience if and only if this distance remains between certain bounds” (King, 1992, p.199). The distance is not a geometric distance as would be measured in units such as feet by a ruler or tape measure, but rather what Bullough calls the psychical distance. Outside of these certain bounds, two types of failure of aesthetic experience will occur. Bullough refers to these failures as *overdistancing* and *underdistancing*. Both types of failures are of different kinds. “According to Bullough, an observer who is too close to a work of art will be too practical or subjective toward it to appreciate it properly. If the observer is overdistanced, he will see the object as something cold and withdrawn and will again fail to appreciate it as art” (King, 1992, p. 200).

Dr. Butler’s research in this area has consistently produced the same results that Dr. Perelman found: the human observer favors the longer essay despite not having read what was written. So, a long essay has an inherent feature or characteristic that is projected toward the observer and is translated into a positive feeling of attractiveness. And, just like the forces of attraction and repulsion in physics, there are features or characteristics in an object that can cause negative feelings that repel interest by the observer. Undoubtedly a one-sentence paragraph with 48 words would be found to be repulsive by the English teacher who assigned a five-paragraph essay.

Again, the notion of human feelings being influenced by features or characteristics projected from an inanimate object date back to the ancient Greeks’ fascination with defining what is “beauty.” They judged objects for their “aesthetic” qualities such as balance, beauty, clarity, elegance, harmony, proportion, symmetry, and unity—all influences of attractiveness.

**Considering all of this, what physical attributes can writers of essays apply to convince the reader they are dealing with a real writer before the essay is even read?**

**There’s that old adage often attributed to Will Rogers:**

***You never get a second chance to make a good first impression!***

Remember this when you write that college essay for your application or your cover letter for when applying for a that dream job you always wanted.

Recall the five guidelines introduced in section 4-1 (The Anatomy of a Paragraph):

- (1) Five to six sentences per paragraph is a good goal with up to 10 sentences allowed.
- (2) In terms of the number of words in a sentence, sentences should vary in length.
- (3) The average number of words for the sentences in a paragraph should be between 15 and 20.
- (4) The sentence length should never exceed 30 words.
- (5) The total number of words in a paragraph should be between 75 and 200.



**Add the following physical attributes:**

- (6) Include a centered title for the essay at the top of the first page.
- (7) Indent all paragraphs
- (8) Make sure every sentence ends with a period, question mark, or exclamation point.
- (9) Use a standard font type and size such as Times New Roman (12 pt.) or similar for body text.
- (10) Use white space wisely: e.g. uniform margins, space between lines, blank line between paragraphs.

With this list of physical characteristics of an essay we can construct an Essay Checklist for students to self-check their work before handing in for grading. The following Figure 4-3 presents a generic example of such a checklist that includes the physical attributes that address the aesthetics of writing.

Name: _____ Date: _____
Assignment Description: _____
<b>VGW Generic 3-Paragraph Essay Checklist: My Essay Self-Check</b>
<b><u>Instructions:</u> Complete this Form and staple to the front of your essay.</b>
<input type="radio"/> I have a title and it's centered at the top of the page.
<input type="radio"/> I have an Introduction, Body paragraph(s), and a Conclusion).
<input type="radio"/> I have indented the first sentence for each paragraph.
<input type="radio"/> I have written from the proper point of view (i.e., third, second, or first)
<input type="radio"/> I have printed all of my words (if hand-written) otherwise, I have typed my work.
<input type="radio"/> I have included several keywords from the given texts/excerpts.
<input type="radio"/> I have written at least 15 sentences (about 5 or 6 per paragraph).
<input type="radio"/> All of my sentences are 30 words or less.
<input type="radio"/> All of my sentences end with a period, question mark, or exclamation point.
<input type="radio"/> I used the "VGW 3-Paragraph Essay Graphic Organizer" and reviewed the supplied example of an exemplar essay to help construct <u>my</u> essay.
<input type="radio"/> If quoting an author, I have used their last name or first and last name—never just their first name
<input type="radio"/> I have read and reread the instruction/prompt to make sure I have answered exactly what was asked.
<input type="radio"/> I have checked my spelling.
<input type="radio"/> <u>If Assigned:</u> I have completed the "Essay Analysis Worksheet" and stapled as the last page of the essay submittal package.

**Figure 4-3. Example of the Essay Self-Checklist**

## 4-8. Proofreading Best Practices

Consider the following four sentences. Every sentence contains some jumbled words. Read each line in order until you feel you completely understand what is being said. You can view the unjumbled sentence in the upside-down textbox below.

(1) The tutdnes duloc not elvos the morbelp so he dkesa for pleh

(2) The tutdens duolc not elovs the morblep so he dksea for pelh

(3) The ttudens doulc not eolvs the mroblep so he dskea for pelh

(4) The sutdnet culod not slvov the porbelm so he akesd for help

- 
- 
- 

The student could not solve the problem so he asked for help

t

Despite five of the twelve words in line (4) being misspelled, the vast majority of readers can recognize all of the words in line (4) with a few able to read line (3) successfully with its six of twelve words misspelled..

Research has shown that people are generally not very good at proofreading their own writing, as they tend to overlook errors that they would easily spot in someone else's writing. This is because when we read our own writing our brains tend to fill in missing information or correct errors automatically making it difficult to spot actual mistakes. Additionally, people tend to be overconfident in their proofreading abilities, which can lead them to neglect to proofread their work thoroughly. While there may be some benefits to proofreading one's own work, such as increased familiarity with the text, it is generally recommended that one should have another person proofread their work as well for more reliable results.

The following is a list of best practices for proofreading.

1. Read through the entire document before making any corrections, so you can get a sense of the overall flow and structure.
2. Use a spell checker and grammar checker but be aware that these tools may not catch all errors.
3. Check for consistency in formatting, including font, spacing, and alignment.
4. Look out for homophones, such as "there" and "their" or "it's" and "its," which can be easily confused.
5. Pay attention to punctuation, including commas, periods, and quotation marks.
6. Check for subject-verb agreement and verb tense consistency.
7. Check for consistency in capitalization, including proper nouns and titles.
8. Look out for repetitive phrases or sentences and consider rephrasing or eliminating them.
9. Read the document out loud, as this can help you catch errors that you might not have noticed when reading silently.
10. Take a break and proofread the document again after some time to get a fresh perspective.
11. Finally, if possible, have another person proofread your work.

## **4-9. Plagiarism vs. Paraphrasing**

Plagiarism and paraphrasing are two concepts that are closely related but have distinct differences. Plagiarism is the act of using someone else's work or ideas without giving them credit, while paraphrasing is the act of rewording or summarizing someone else's work or ideas while giving them credit.

One of the key differences between plagiarism and paraphrasing is the intention behind the act. Plagiarism is done with the intent to deceive or cheat, while paraphrasing is done with the intent to accurately convey information or ideas in a new way.

Another key difference is the level of similarity between the original work and the paraphrased work. Plagiarism involves copying or closely mimicking the original work, while paraphrasing involves rewording or summarizing the original work in a unique way that is not too similar to the original.

Plagiarism can have serious consequences, both academically and professionally. In academic settings, plagiarism can result in a failing grade on an assignment or even expulsion from school. In professional settings, plagiarism can lead to loss of job or legal action.

Paraphrasing, on the other hand, is an important skill for academic and professional success. It allows people to accurately convey information or ideas from multiple sources in their own words, which is essential for research, writing and critical thinking.

In summary, plagiarism and paraphrasing are two distinct concepts with different intentions, level of similarity and consequences. Plagiarism is the act of using someone else's work or ideas without giving credit, while paraphrasing is the act of rewording or summarizing someone else's work or ideas while giving credit. Plagiarism can have serious consequences, but paraphrasing is an important skill that is essential for academic and professional success.

## 5-0. A Brief Discussion on Citations

Citations are an essential part of academic and scholarly writing. They serve a number of important purposes, including:

1. Giving credit to the original authors of the work that you are using in your own research or writing. This is a fundamental principle of academic integrity and plagiarism prevention.
2. Allowing readers to easily locate the sources you used in your research. This allows them to independently verify your findings and come to their own conclusions about your arguments.
3. Demonstrating the breadth and depth of your research. By including a variety of different sources in your writing, you can show your readers that you have done your due diligence and consulted a wide range of relevant literature.
4. Supporting your arguments and claims with credible evidence. When you cite sources in your writing, you are essentially providing evidence for your claims and arguments. This helps to make your writing more persuasive and convincing.
5. Establishing your credibility and authority as a writer. When you cite sources appropriately, you demonstrate that you are well-versed in the literature of your field and that you have taken the time to do your research.

MLA, APA, and Chicago are three of the most common citation styles used in academic writing. Here are some key differences between them:

- MLA (Modern Language Association) style is primarily used in the humanities, such as English and foreign languages. In MLA style, the author's name is included in the text, and the page number(s) are included in the citation. For example: (Smith 23).
- APA (American Psychological Association) style is primarily used in the social sciences, such as psychology and sociology. In APA style, the author's name is included in the text, and the year of publication is included in the citation. For example: (Smith, 2020).
- Chicago style is primarily used in the humanities and social sciences, and it is often used for history papers. In Chicago style, the author's name is included in the text, and the publication date is included in the citation. For example: (Smith 2020).

It's worth noting that these are general guidelines, and there are variations within each citation style. It's always best to consult the official style guide or ask a teacher or professor for guidance.

In conclusion, citations are an important part of academic and scholarly writing, they help to give credit to original authors, allow readers to locate sources, demonstrate the depth of research, support arguments and claims with credible evidence, and establish the writer's credibility and authority.

## Part 2. The 3-Paragraph Essay

### 5.1. The Anatomy of a 3-Paragraph Essay

Now with the knowledge and ability to write a quality paragraph, we can move up to the next stage—the 3-paragraph essay. Why three paragraphs? Just like the three-part structure of a single paragraph (topic sentence, relevant details, closing sentence) shown in Figure 4-1, the 3-paragraph essay also has a three-part structure. There is an *Introduction Paragraph*, a *Body Paragraph*, and a *Conclusion Paragraph*. The general structure is shown in Figure 4-4.

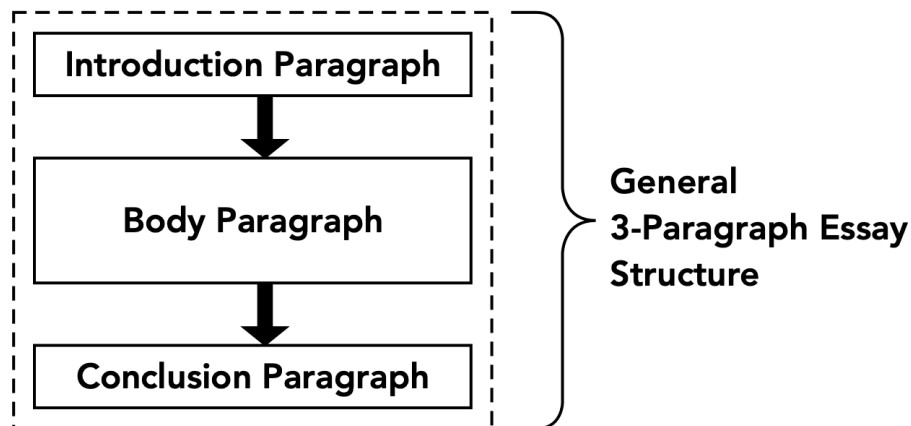


Figure 4-4. General 3-paragraph essay structure

The first paragraph in a 3-paragraph essay is the *Introduction Paragraph*. Its purpose is to introduce the reader to the writer’s main idea. It’s important to make the reading of this paragraph an engaging experience—ideally you want the reader to be on both knees begging for more to read!

The **Introduction Paragraph** has three parts:

1. **Hook:** A broad engaging statement related to the writing prompt to grab the reader’s attention. Use an engaging question, interesting fact, or a powerful quote.
2. **Background Points:** Include information to help the reader understand the topic
3. **Thesis Statement:** State what the purpose is for the writing.

The second paragraph is the *Body Paragraph*. In a 3-paragraph essay, there is only one Body Paragraph. In some respects, it’s actually more challenging to write a good 3-paragraph essay than a four, five, or more paragraph essay. Why?—because having only one Body paragraph requires communicating all of the support for the essay’s thesis statement into one place

The **Body Paragraph** has three parts (as discussed in section 4-3 of Part 1):

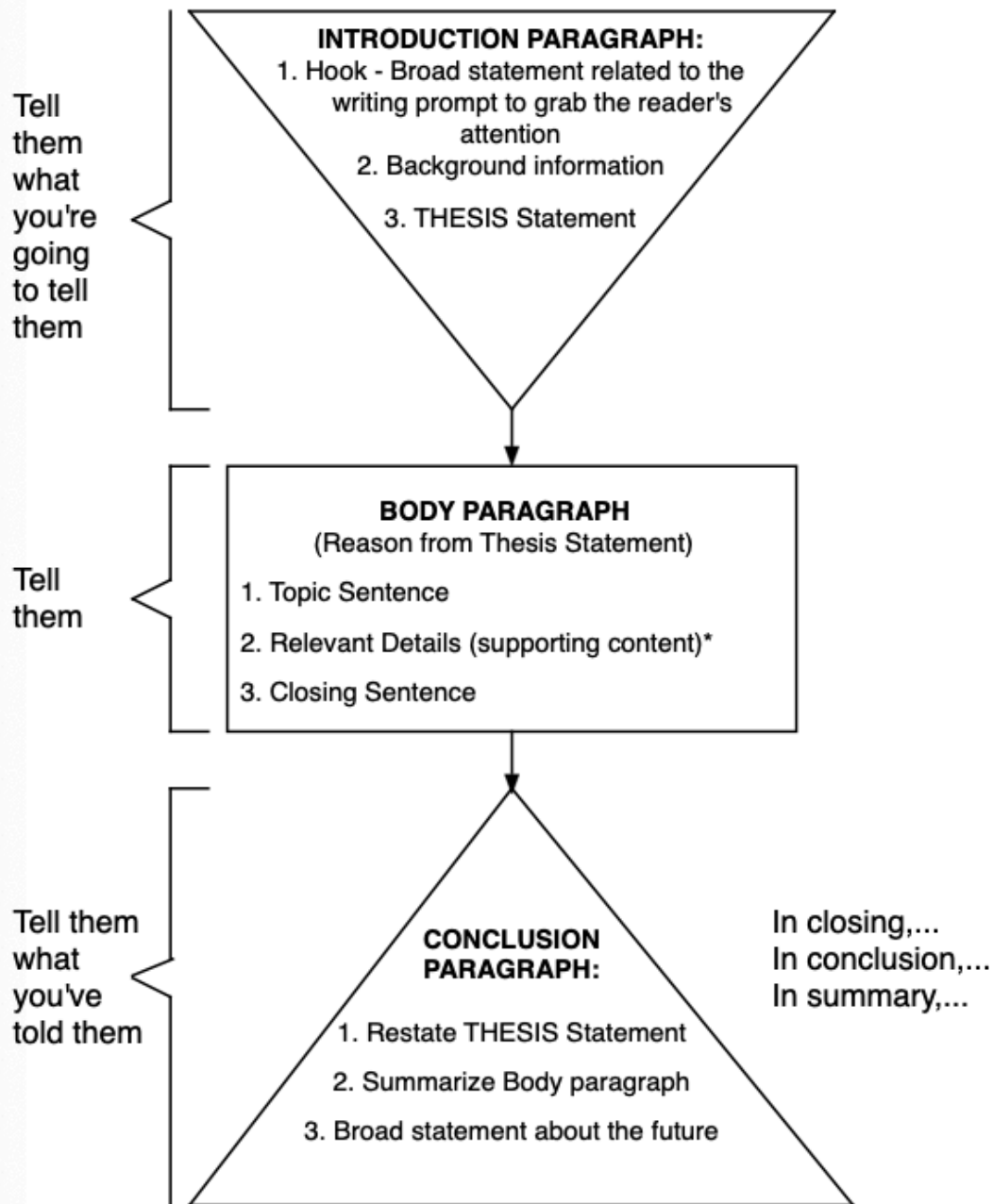
1. **Topic Sentence:** Transitions the reader from the Introduction to the Body Paragraph by including a reference to the main point of the essay (i.e., the thesis statement).
2. **Relevant Details:** This where support for the thesis statement is provided. For example, relative details may include data, statistics, citations; descriptions of characters, events, places, and things.
3. **Closing Sentence:** This transitions the reader to the Concluding Paragraph

The third and final paragraph in the 3-paragraph essay is the *Conclusion Paragraph*. In fact, with every essay with multiple paragraphs, the final paragraph is a Conclusion Paragraph. It begins with a restatement of the thesis—preferably in different words. Then a summarization of the points made in the Body Paragraph are presented. The paragraph should end with a challenging thought for the reader related to the thesis.

The **Conclusion Paragraph** has three parts:

1. Restatement: of the Thesis statement
2. Summarization of the Relevant details presented in the Body Paragraph
3. Challenge the reader with a broad statement related to the thesis about the future:

### 3-Paragraph Essay Graphic Organizer



\* Facts, Incidents, Reasons, Examples, Statistics (FIRES)

Figure 4-5. The 3-Paragraph Essay Graphic Organizer



Name: _____ Date: _____
Assignment Description: _____
_____
<b>Generic 3-Paragraph Essay Checklist:</b> <b>My Essay Self-Check</b>
<b><u>Instructions:</u> Complete this Form and staple to the front of your essay.</b>
<input type="radio"/> I have a title and it's centered at the top of the page.
<input type="radio"/> I have 3 paragraphs (Introduction, one Body paragraph, Conclusion).
<input type="radio"/> I have indented the first sentence for each paragraph.
<input type="radio"/> I have written from the proper point of view (i.e., third, second, or first)
<input type="radio"/> I have printed all of my words (if hand-written) otherwise, I have typed my work.
<input type="radio"/> I have included several keywords from the given texts/excerpts.
<input type="radio"/> I have written at least 15 sentences (about 5 or 6 per paragraph).
<input type="radio"/> All of my sentences are 30 words or less.
<input type="radio"/> All of my sentences end with a period, question mark, or exclamation point.
<input type="radio"/> I used the "3-Paragraph Essay Graphic Organizer" and reviewed the supplied example of an exemplar essay to help construct my essay.
<input type="radio"/> If quoting an author, I have used their last name or first and last name—never just their first name
<input type="radio"/> I have read and reread the instruction/prompt to make sure I have answered exactly what was asked.
<input type="radio"/> I have checked my spelling.
<input type="radio"/> <u>If Assigned:</u> I have completed the "Essay Analysis Worksheet" and stapled as the last page of the essay submittal package.

**Figure 4-6. Generic 3-Paragraph Essay Checklist**

### **School Uniforms are an Excellent Idea**

Students care too much about how they look and not enough about their studies. This is a major reason why many schools require uniforms for their students. While some schools allow students to wear just about whatever they wish, other schools have dress codes and policies that specify strict rules for manner of dress. Some students complain about the lack of freedom to choose what they wear and some parents complain about the cost. Despite these objections, uniforms are an excellent idea for any school that wants students to forget about popularity and just focus on learning.

To begin with, uniforms hide differences in students that should not be important at school. When students wear uniforms, it is difficult to judge how rich they are because they do not compete by wearing brand names. Uniforms also prevent students from dressing provocatively. Furthermore, uniforms make it even easier for students to prepare for school every morning. Instead of choosing what to wear or remembering the last time they wore something, students simply grab a uniform and put it on. This saves precious minutes for teenagers who always rush in the morning. Finally, uniforms help with unity and security and because when students wear uniforms, they are like a team. They can be identified as a member of a group and take pride in their school. It is also easier for the school to identify any person that should not be in the building.

In conclusion, considering the benefits cited above, they are actually a pretty great idea for both schools and students as they far outweigh the many objections to uniforms. The schools benefit from better security, and focus. Students benefit from the equity of sameness—being less likely to be bullied or having brand names be a distraction between students. Students also benefit by saving time getting ready for school. Students can just relax and be students. The only problem is who should decide what the uniforms look like!

Modified from “Three Paragraph Essay – Example and Exercise” by Doctor Funk

**Figure 4-7. 3-Paragraph Essay: Exemplar #1**

**Table 4-5. 3-Paragraph Essay Analysis Worksheet for Exemplar #1****Essay Title:** School Uniforms are an Excellent Idea**Student Name:** \_\_\_\_\_

<b>Guideline ID</b>	<b>(1)</b>	<b>(2)</b>	<b>(3)</b>	<b>(4)</b>	<b>(5)</b>
<b>Guideline Specification</b>	<b>5 to 10 sentences per paragraph</b>	<b>Sentences should vary in number of words</b>	<b>Average of 15 to 20 words per sentence</b>	<b>Longest sentence not greater than 30 words</b>	<b>Total words between 75 and 200 per paragraph</b>
<b>Paragraph 1 Analysis (Introduction)</b>	5	14, 13, 27, 20, 23	19.4	27	97
<b>Paragraph 2 Analysis (Body)</b>	9	15, 22, 7, 14, 23, 12, 18, 16, 18	16.1	23	145
<b>Paragraph 3 Analysis (Conclusion)</b>	6	28, 8, 22, 10, 7, 12	14.5	28	87
<b>Essay Meets the Guidelines?</b>	Yes	Yes	Yes	Yes	Yes
				<b>Total number of words excluding Title:</b>	<b>329</b>

### **Euclid, the Father of Geometry**

Euclid was a Greek mathematician and is often referred to as the "Father of Geometry." He lived around 300 BCE and is best known for his work on geometry, specifically his book "Elements." This book is a collection of mathematical definitions, postulates, and proofs. It is considered one of the most influential works in the history of mathematics. The "Elements" was used as a textbook for centuries and played a major role in the development of Western mathematics.

Euclid's "Elements" covers a wide range of mathematical concepts, including number theory, geometry, and mathematical rigor. The book begins with a set of 23 definitions, such as "a point is that which has no part," and "a line is a breadthless length." These definitions set the foundation for the rest of the book and are used in the proofs of theorems that follow. Some of the most well-known theorems in the book include the Pythagorean Theorem. This theorem states that the three angles of a triangle sum to 180 degrees. Another well-known theorem included is Euclid's Theorem of Proportionality.

Euclid's "Elements" is not only important for its mathematical content but also for its method of presentation. Euclid's use of logical deduction and his clear explanations of proofs have been influential in the development of the scientific method. The book is also notable for its organization, with theorems building upon previously established results, making it easy for readers to follow the development of mathematical ideas. Euclid's work has been studied, taught, and used as reference for more than 2000 years. It continues to be an important part of mathematics education today.

**Figure 4-8. 3-Paragraph Essay: Exemplar #2**

**Table 4-6. 3-Paragraph Essay Analysis Worksheet for Exemplar #2:**

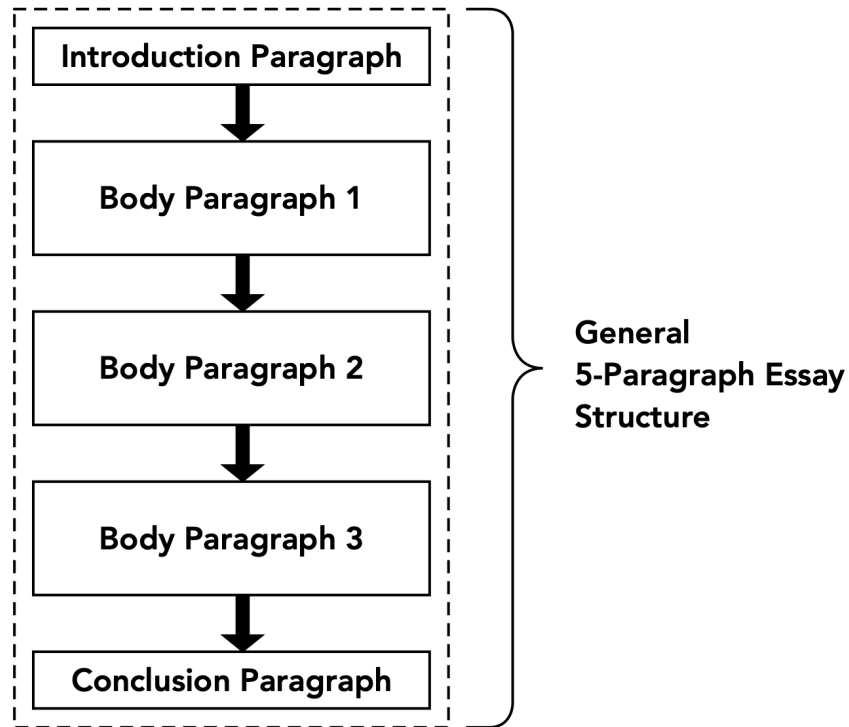
**Essay Title:** Euclid: The Father of Geometry

**Student Name:** \_\_\_\_\_

<b>Guideline ID</b>	<b>(1)</b>	<b>(2)</b>	<b>(3)</b>	<b>(4)</b>	<b>(5)</b>
<b>Guideline Specification</b>	<b>5 to 10 sentences per paragraph</b>	<b>Sentences should vary in number of words</b>	<b>Average of 15 to 20 words per sentence</b>	<b>Longest sentence not greater than 30 words</b>	<b>Total words between 75 and 200 per paragraph</b>
<b>Paragraph 1 Analysis (Introduction)</b>	5	15, 18, 11, 14, 20	15.6	20	78
<b>Paragraph 2 Analysis (Body)</b>	6	16, 26, 21, 13, 14, 9	16.5	26	99
<b>Paragraph 3 Analysis (Conclusion)</b>	5	17, 21, 27, 15, 11	18.2	27	91
<b>Essay Meets the Guidelines?</b>	Yes	Yes	Yes	Yes	Yes
			<b>Total number of words excluding Title:</b>		<b>268</b>

## Part 3. The 5-Paragraph Essay

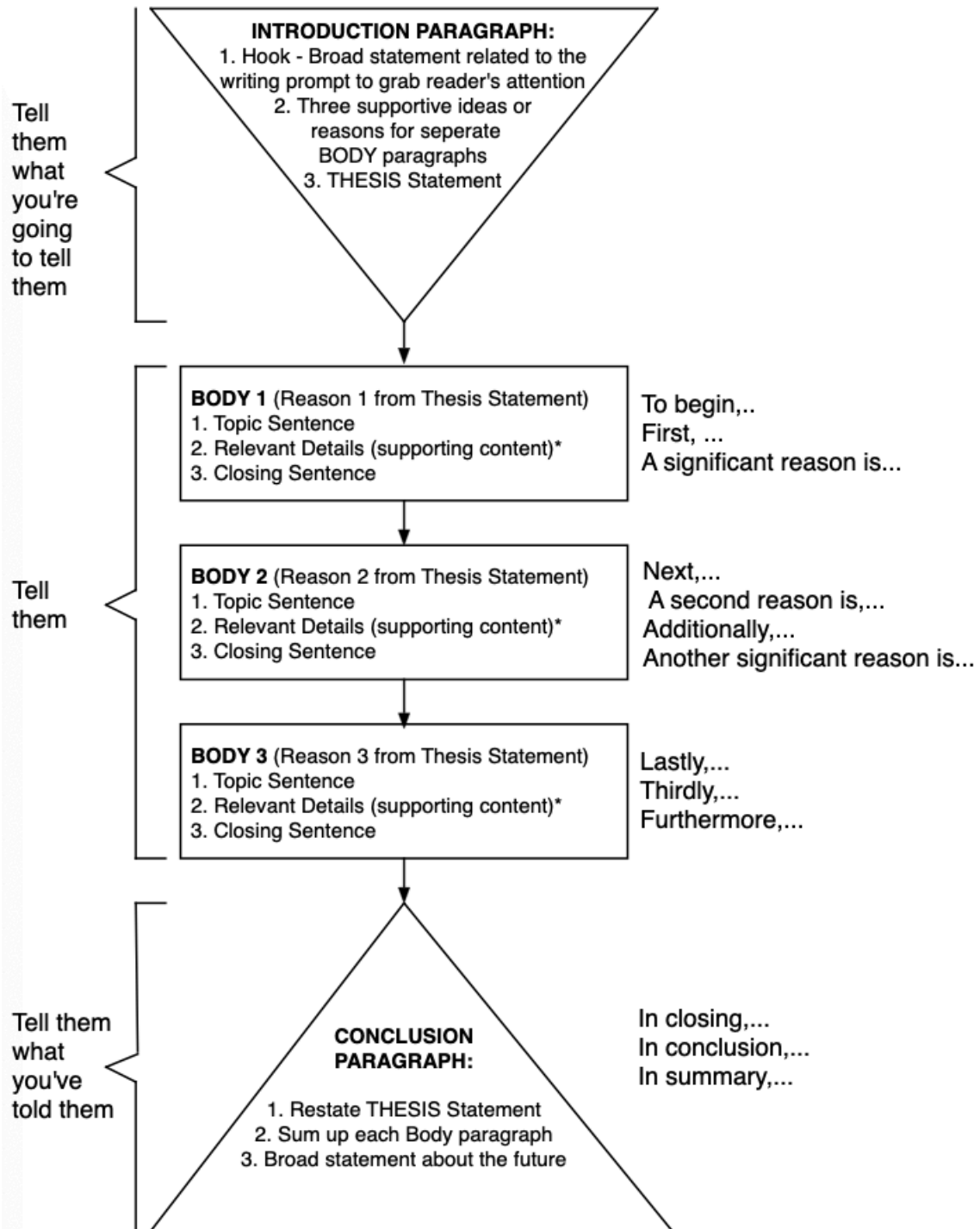
### 5-2. The Anatomy of a 5-Paragraph Essay



**Figure 4-9. General 5-Paragraph Essay Structure**

Once proficiency has been demonstrated on constructing a single paragraph (Section 4-3), use of the Essay Analysis Worksheet (Tables 4-1 and 4-6), the transition from writing a 3-paragraph essay to a 5-paragraph essay is simply adding two more body paragraphs that follow the exact 3-part paragraph structure (i.e., topic sentence, relevant details, closing sentence) of the first body paragraph and discussed in Section 4-3. The main difference between the 3-paragraph and 5-paragraph essay is the 5-paragraph allows for introducing three different ideas, each sharing its own paragraph, but all three linked to the essay's main thesis in a logical flow.

## 5-Paragraph Essay Graphic Organizer



\* Facts, Incidents, Reasons, Examples, Statistics (FIRES)

Figure 4-10. The 5-Paragraph Essay Graphic Organizer

Your Name: _____ Date: _____ Assignment Description: _____ _____
<b>Generic 5-Paragraph Essay Checklist:</b> <b>My Essay Self-Check</b> <b><u>Instructions:</u> Complete this Form and staple to the front of your essay.</b>
<input type="radio"/> I have a title and it's centered at the top of the page.
<input type="radio"/> I have 5 paragraphs (Introduction, 3 Body paragraphs, Conclusion).
<input type="radio"/> I have indented the first sentence for each paragraph.
<input type="radio"/> I have written from the proper point of view (i.e., third, second, or first)
<input type="radio"/> I have printed all of my words (if hand-written) otherwise, I have typed my work.
<input type="radio"/> I have included several keywords from the given texts/excerpts.
<input type="radio"/> I have written at least 25 sentences (about 5 or 6 per paragraph).
<input type="radio"/> All of my sentences are 30 words or less.
<input type="radio"/> All of my sentences end with a period, question mark, or exclamation point.
<input type="radio"/> I used the "5-Paragraph Essay Graphic Organizer" and reviewed the supplied example of an exemplar essay to help construct my essay.
<input type="radio"/> If quoting an author, I have used their last name or first and last name—never just their first name
<input type="radio"/> I have read and reread the instruction/prompt to make sure I have answered exactly what was asked.
<input type="radio"/> I have checked my spelling.
<input type="radio"/> <u>If Assigned:</u> I have completed the "Essay Analysis Worksheet" and stapled it as the last page of the essay submittal package.

**Figure 4-11. Generic 5-Paragraph Essay Checklist**



## Going to Movies

I am a movie fanatic. When friends want to know what picture won the Oscar in 2001, they ask me. When friends want to know who voiced Optimus Prime in *Transformers*, they ask me. However, my buddies have stopped asking me if I want to go out to the movies. While I love movies as much as ever, I find it more enjoyable to wait for a movie's release on Netflix. My reasons include the inconvenience of going out, the temptations of the concession stand, and the behavior of some patrons.

First of all, just getting to the theater presents difficulties. Leaving a home equipped with an HDTV and surround sound isn't attractive on a cold or rainy night. Even if the weather cooperates, there is the hassle of looking for a parking space and the lines. There is also the worry of whether you and your friends will get all your seats together. Although none of these hindrances are insurmountable, it's much easier to stay seated on your sofa.

Second, the theater offers tempting snacks that I don't really need. At home I can control myself. There is no ice cream in the freezer, we don't have sodas in the fridge, and my snacks tend to be healthy, like fruits, nuts, and juices. At the movies, even if I only buy a Diet Coke, the smell of fresh popcorn dripping with butter soon overcomes me. And, what about the nachos with cheese and the Snickers and M&M's? I'm better off without all of those temptations.

Finally, some of the other patrons are even more of a problem than the concession stand. Little kids race up and down the aisles, making noise. Teenagers try to impress their friends by talking back to the actors on the screen or otherwise making fools of themselves. Some adults aren't any better, commenting loud enough to reveal plot twists that are supposed to be a secret until the movie's end. What am I doing here, I ask myself.

After arriving home from the movies one night, I decided I had had enough. I was not going to be a moviegoer anymore. I was tired of the problems involved in getting to the theater, resisting unhealthy snacks, and dealing with the patrons. The next day, I arranged to have premium movie channels added to my cable TV service, and I got a Netflix membership. I may now see movies a bit later than other people, but I'll be more relaxed watching box office hits in the comfort of my own living room.

Note: Modified from John Langan; (<https://docs.google.com/presentation/d/1JCvHC06icEPJ6dEdVrtuWBM0r13Pr9KgMetaBpS-joY/>)

**Figure 4-12. 5-Paragraph Essay: Exemplar #1**

**Table 4-7. 5-Paragraph Essay Analysis Worksheet for Exemplar #1:**

Essay Title: Going to Movies

Student Name: \_\_\_\_\_

Guideline ID	(1)	(2)	(3)	(4)	(5)
Guideline Specification	5 to 10 sentences per paragraph	Sentences should vary in number of words	Average of 15 to 20 words per sentence	Longest sentence not greater than 30 words	Total words between 75 and 200 per paragraph
Paragraph 1 Analysis (Introduction)	6	5, 15, 14, 17, 21, 20	15.2	20	91
Paragraph 2 Analysis (Body #1)	5	10, 18, 18, 17, 16	15.8	18	79
Paragraph 3 Analysis (Body #2)	5	11, 6, 27, 22, 19	17.0	27	86
Paragraph 4 Analysis (Body #3)	5	16, 10, 20, 23, 8	15.4	23	78
Paragraph 5 Analysis (Conclusion)	5	14, 9, 20, 22, 28	18.6	28	93
Essay Meets the Guidelines?	Yes	Yes	Yes	Yes	Yes
			Total number of words excluding Title:		427

### Failure Proceeding Success

“Failure is simply the opportunity to begin again, this time more intelligently,” wrote Henry Ford. People are constantly shaped and influenced by their experiences. People learn by performing a task—it’s all in the doing. Often, people learn considerably more from their mistakes than their success. There are many great examples that provide proof of failure driving success, consider the following examples drawn from both science and art, including Thomas Edison, Vincent Van Gogh, and Stephen King.

The famed inventor, Thomas Edison, rose to prominence in the late 19th century because of his successes, but even he felt that these successes were the result of many failures. One his most famous inventions, the light bulb, took him more than 1,000 attempts before meeting success. But, along the way, he learned quite a lot. As he said, “I did not fail a thousand times but instead succeeded in finding a thousand ways it would not work.” Thus, Edison demonstrated both in thought and action how instructive mistakes can be.

The road to contemporary success for the 19th century artist Vincent van Gogh was even more dramatically paved with failure. In current day, van Gogh is considered one of the most celebrated painters of all time. However, during his lifetime, he was considered a disappointment. In current day, his paintings can sell for millions of dollars, but he struggled to sell his paintings when he was alive. He even took to burning several of his paintings because they would not sell.

The 20th century writer Stephen King, author of novels that were turned into popular movies (e.g., *Stand by Me* and *The Shawshank Redemption*) also experienced failure. When he wrote his first novel, *Carrie*, he was teaching school in rural Maine. Although he had previously limited success in selling his short stories, it took him 30 attempts to get *Carrie* published. He almost threw away the manuscript, but his wife pulled it out from the trash and encouraged him to try again. It is hard to imagine Stephen King ever felt that defeated, isn’t it?

Thomas Edison, Vincent van Gogh, and Stephen King demonstrate, in both science and art, that failure more often than not precedes success. Whenever we learn a new skill—be it riding a bike, driving a car, or cooking a cake—we learn from our mistakes. Few, if any of us, are ready to go from training wheels to a marathon in a single day. But, these early experiences can help us improve our performance over time. You cannot make a cake without breaking a few eggs and, likewise, we learn by doing and doing inevitably means making mistakes. If we treat failure not as a misstep but as a learning experience the possibilities for self-improvement are limitless.

Note: Modified from Essay Writing Tips

([https://www.internationalstudent.com/essay\\_writing/essay\\_tips/](https://www.internationalstudent.com/essay_writing/essay_tips/)) and Develop Good Habits

(<https://www.developgoodhabits.com/successful-people-failed>)

**Figure 4-13. 5-Paragraph Essay: Exemplar #2:**

**Table 4-8. 5-Paragraph Essay Analysis Worksheet:**

**Essay Title:** Failure Proceeding Success

**Student Name:** \_\_\_\_\_

<b>Guideline ID</b>	<b>(1)</b>	<b>(2)</b>	<b>(3)</b>	<b>(4)</b>	<b>(5)</b>
<b>Guideline Specification</b>	<b>5 to 10 sentences per paragraph</b>	<b>Sentences should vary in number of words</b>	<b>Average of 15 to 20 words per sentence</b>	<b>Longest sentence not greater than 30 words</b>	<b>Total words between 75 and 200 per paragraph</b>
<b>Paragraph 1 Analysis (Introduction)</b>	5	15, 9, 4, 11, 22	15.4	22	77
<b>Paragraph 2 Analysis (Body #1)</b>	5	30, 17, 9, 22, 13	18.2	30	91
<b>Paragraph 3 Analysis (Body #2)</b>	5	20, 16, 9, 22, 14	16.2	22	81
<b>Paragraph 4 Analysis (Body #3)</b>	5	26, 14, 20, 21, 13	18.8	26	94
<b>Paragraph 5 Analysis (Conclusion)</b>	6	22, 23, 19, 12, 22, 19	19.5	23	117
<b>Essay Meets the Guidelines?</b>	Yes	Yes	Yes	Yes	Yes
			<b>Total number of words excluding Title:</b>		<b>460</b>

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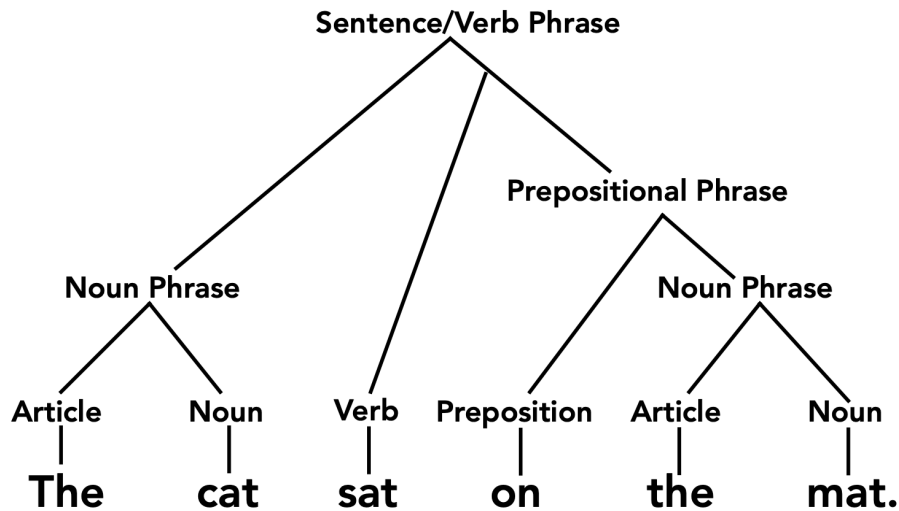
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# APPENDIX

## APPENDIX A: Refresher on Sentence Structure

**Sentence structure** refers to the way words are arranged to create a complete thought. In order to understand sentence structure, it is important to understand the different parts of speech that make up a sentence.



A **verb** is a word that describes an action or a state of being. It is often the most important part of a sentence, as it expresses the main idea. For example, in the sentence "The dog ran," "ran" is the verb. In the sentence "The dog barked," the verb is "barked."

An **adjective** is a word that describes a noun or pronoun. It provides more information about the noun or pronoun it modifies. For example, in the sentence "The fluffy dog barked," the adjective is "fluffy." In the sentence "The red apple," "red" is the adjective.

An **article** is a word that is used before a noun to indicate the type of reference being made by the noun. There are two types of articles in English: "the" and "a/an." "The" is used to refer to a specific noun, while "a/an" is used to refer to any noun of a certain type. For example: "The dog barked at the mailman." (specific noun) "A dog barked at the mailman." (any noun of a certain type)

A **noun** is a word that represents a person, place, thing, or idea. It is often the subject of a sentence. For example, in the sentence "The dog ran," "dog" is the noun. In the sentence "The dog barked," the noun is "dog."

A **pronoun** is a word that takes the place of a noun. For example, in the sentence "She ran," "She" is the pronoun.

The **predicate** is the part of a sentence that contains the verb and gives information about the subject. For example, in the sentence "The dog ran," "ran" is the verb in the predicate, "the dog" is the subject.

A **preposition** is a word that shows the relationship between a noun or pronoun and other words in a sentence. Prepositions typically indicate the temporal, spatial or logical relationship of its object to the rest of the sentence as defined below. For example:

"The book is on the table." (spatial relationship) "I will see you at the meeting." (temporal relationship) "He is thinking about his future." (logical relationship)

A **logical relationship** refers to the relationship between different parts of a sentence in terms of logic or reasoning. For example, in the sentence "If the weather is nice, we will go for a walk," the logical relationship is "if...then."

A **spatial relationship** refers to the relationship between different parts of a sentence in terms of location or position. For example, in the sentence "The book is on the table," the spatial relationship is "on."

A **temporal relationship** refers to the relationship between different parts of a sentence in terms of time. For example, in the sentence "After he finishes his homework, he will watch TV," the temporal relationship is "after."

**Punctuation** is the use of symbols to separate words and phrases to clarify the meaning of a sentence, and to indicate the structure and organization of a sentence.

A **period (.)** indicates the end of the sentence. In the sentence "The dog barked." the period indicates the end of the sentence.

A **question mark (?)** is used to indicate a question. Example: "What is your name?" It can be used to end a sentence.

An **exclamation point (!)** is used to indicate strong feeling or to add emphasis. Example: "I can't believe it!" It can be used to end a sentence.

A **colon (:)** is used to introduce a list or to separate a title from its subtitle. Example: "I need to buy the following items: milk, bread, and eggs." If used properly, it can be used to end a sentence.

A **comma (,)** is used to separate items in a list or to separate clauses in a sentence. Example: "I had eggs, toast, and coffee for breakfast."

A **semicolon (;)** is used to separate independent clauses in a sentence that are not joined by a conjunction. Example: "I am going to the store; I need to buy groceries."

**Double quotation marks (" ")** are used to indicate direct speech or to set off a title or phrase. Example: He said, "I will be there in five minutes."

**Single quotation marks** ( ‘ ’ ) are used to indicate a quote within a quote. Example: He said, "She said 'I will be there in five minutes'."

A **hyphen** ( - ) is used to connect two words together to form a compound word or to indicate a word is being split between lines. For example: "well-being" or "twenty-five."

An **en dash** ( — ) is slightly longer than a hyphen and is used to indicate a range of values or values that are connected. For example: "Pages 12–15" or "The New York–Boston flight."

An **em dash** ( — ) is even longer than an en dash and is used to indicate an abrupt change in thought or to set off a parenthetical phrase. For example: "I was going to go to the store—but then I remembered I didn't need anything." or "The new policy—which was met with mixed reactions—has been implemented."

**Parentheses** ( ) are used to set off information that is not essential to the main sentence. They are used to add extra information, often in the form of a clarification or an aside. For example: "My favorite color is blue (although green is a close second)."

**Brackets** [ ] are used to set off information that is not essential to the main sentence. They are used to show that something has been added or changed within a quote, for example: "He said [that he was going to the store] and left." Additionally, Brackets can be used to indicate a translation of a word or phrase, for example: "I speak [French]." Brackets can also be used for mathematical equations, for example: "The area of the rectangle is (w\*h) square units."

An **ellipsis** (represented by "...") is used to indicate a pause, hesitation, or trailing off of thought. It is also used to indicate that a quote or passage has been shortened or edited, or to indicate a missing word, phrase, or sentence. Examples include:

- "I don't know...I just can't explain it." (indicating hesitation or uncertainty)
- "She said she would be here by now...I wonder where she is." (indicating a trailing off of thought)
- "He said, 'I'll be there...'" (indicating a quote has been shortened)
- "I can't believe he would do something like that...I'm just so shocked." (indicating a trailing off of thought)
- "I have to go to the store, but I'll be back in a few minutes..." (indicating a trailing off of thought)

It's worth noting that usage of ellipsis should be used sparingly in formal writing as overuse can make writing hard to read.

**Some punctuation rules to note:**



In American English, the rule is that punctuation marks such as periods and commas are placed inside the quotation marks when they are part of the quoted material, and outside the quotation marks when they are not part of the quoted material. For example:

"I'm going to the store," said John.

However, if the quoted material is a complete sentence, the period or full stop goes inside the quotation marks:

John said, "I'm going to the store."

This is the general rule, however, in some cases, it may vary depending on the style guide or the publisher's preference.

A **clause** is a grammatical unit that contains a subject and a predicate. A sentence is made up of one or more clauses. There are two main types of clauses: **independent clauses** and **dependent clauses**. Independent clauses can stand alone as a sentence, while dependent clauses cannot. They must be connected to an independent clause to form a complete sentence.

Three examples of clauses:

1. "I am going to the store." (Independent clause)
2. "Only if you come with me" (Dependent clause)
3. "I will go to the store, but only if you come with me." (Two clauses connected by a conjunction "but")

A **simple sentence** example: "Joey did not study for his test." (one independent clause)

A **compound sentence** example: "Joey did not study for his test, so he got a bad grade."  
(combines two independent clauses)

A **complex sentence** example: "If Joey studied for his test, he wouldn't have received a bad grade."  
(combines a subordinate clause with an independent clause)

A **conjunction** is a word that connects words, phrases, or clauses. Examples of conjunctions include: "and", "or", "but", "because", "so", "yet", "although", "since", "unless", "while".

For example:

- I will have a sandwich and a drink for lunch. (The conjunction "and" connects the two phrases "a sandwich" and "a drink")
- He was tired but he still went to the gym. (The conjunction "but" connects the two clauses "he was tired" and "he still went to the gym")
- She arrived late because she missed the train. (The conjunction "because" connects the two clauses "she arrived late" and "she missed the train")

When these elements are put together they make a **complete sentence**. A complete sentence must have a subject and a predicate, and it must express a complete thought. For example, "The dog ran" is a complete sentence because it has a subject ("dog") and a predicate

("ran"), and expresses a complete thought. In the sentence "The dog barked." the subject is "The dog" and the predicate is "barked." And, it's a complete thought.

In conclusion, sentence structure is the way words are arranged to create a complete thought. Understanding the different parts of speech, such as verbs, adjectives, nouns, pronouns, and predicate, as well as punctuation, is essential for writing complete sentences. A complete sentence must have a subject and a predicate and express a complete thought.

## **Instructions for Completing the Paragraph Analysis Worksheet**

**Note: These instructions apply to any number of paragraphs.**

**1-Paragraph Response Analysis Worksheet;  
3-Paragraph Essay Analysis Worksheet;  
5-Paragraph Essay Analysis Worksheet**

### **Using the appropriate Paragraph Analysis Worksheet...**

**Step 1.** Begin with the first sentence and count every word. Write the number in the second column under “ (2) labeled Sentences should vary in number of words.”

Continue this process until the words in each sentence have been counted and recorded in column (2).

**Step 2.** Write the largest number from Step 1 into Column 4 labeled “(4) Longest sentence not greater than 30 words.”

**Step 3.** Count the number of entries from Step 1 (which should be equal to the number of sentences in the paragraph). Enter the number of sentences into the first column labeled “(1) 5 to 10 sentences per paragraph.”

**Step 4.** Using the “Word Count” feature in Microsoft Word under the “Tools” tab (or a similar program) or manually count all words to determine the total number of words in the entire paragraph. Write this total in column (5).

**Step 5.** Divide the number in Column (5) by the number in Column (1) to get the average number of words per sentence. Write this number in column third column labeled “(3) Average of 15 to 20 words per sentence.”

### **REPEAT STEPS 1-5 FOR EVERY PARAGRAPH**

**Step 6.** Complete the bottom row of the table by answering Yes or No

## 1-Paragraph Analysis Worksheet:

Paragraph Topic: \_\_\_\_\_

Student Name: \_\_\_\_\_ Date \_\_\_\_\_

Guideline ID	(1)	(2)	(3)	(4)	(5)
Guideline Specification	5 to 10 sentences per paragraph	Sentences should vary in number of words	Average of 15 to 20 words per sentence	Longest sentence not greater than 30 words	Total words between 75 and 200 per paragraph
Paragraph Analysis					
Paragraph Meets the Guidelines?					
			Total number of words excluding Title:		

### 3-Paragraph Essay Analysis Worksheet:

Essay Title: \_\_\_\_\_

Student Name: \_\_\_\_\_ Date \_\_\_\_\_

Guideline ID	(1)	(2)	(3)	(4)	(5)
Guideline Specification	5 to 10 sentences per paragraph	Sentences should vary in number of words	Average of 15 to 20 words per sentence	Longest sentence not greater than 30 words	Total words between 75 and 200 per paragraph
Paragraph 1 Analysis (Introduction)					
Paragraph 2 Analysis (Body)					
Paragraph 3 Analysis (Conclusion)					
Essay Meets the Guidelines?					
			Total number of words excluding Title:		

### 5-Paragraph Essay Analysis Worksheet:

Essay Title: \_\_\_\_\_

Student Name: \_\_\_\_\_ Date \_\_\_\_\_

Guideline ID	(1)	(2)	(3)	(4)	(5)
Guideline Specification	5 to 10 sentences per paragraph	Sentences should vary in number of words	Average of 15 to 20 words per sentence	Longest sentence not greater than 30 words	Total words between 75 and 200 per paragraph
Paragraph 1 Analysis (Introduction)					
Paragraph 2 Analysis (Body #1)					
Paragraph 3 Analysis (Body #2)					
Paragraph 4 Analysis (Body #3)					
Paragraph 5 Analysis (Conclusion)					
Essay Meets the Guidelines?					
			Total number of words excluding Title:		

**IDENTIFYING PARAGRAPH PARTS – WORKSHEETS**

**For each of the eight paragraphs below, complete the worksheets on pages 2 and 3.**

<p><b>1.</b></p> <p>Northern Mockingbirds are expert singers. They continuously add new imitations of other birds' songs to their repertoires. In fact, Northern Mockingbirds may learn up to 200 different songs! Single males may even sing loudly throughout the night. People may find the loud singing annoying when trying to get a good night's sleep.</p>	<p><b>2.</b></p> <p>Climbing stairs is a good way to exercise. No special equipment is required. Climbing stairs can improve the amount of "good cholesterol" in the blood. Stair climbing can help you achieve and maintain a healthy body weight. Even two flights of stairs climbed per day can lead to 6 pounds of weight loss over one year. There are a lot of health benefits related to climbing stairs.</p>
<p><b>3.</b></p> <p>Soccer is one of the most popular sports in the world. There are over 3.5 billion fans around the globe. In many parts of the world, soccer is known as football. This exciting sport has gained a huge following due to its thrilling gameplay and fast-paced action. There is no denying that soccer is one of the greatest sports out there.</p>	<p><b>4.</b></p> <p>Pizza is very popular in the United States. For example, in 2019, Connecticut had the most pizza restaurants per person (3.65). Pennsylvania had the second most (3.62). Rhode Island was third with 3.59 pizza restaurants per person. It's not surprising about Rhode Island. Despite being the smallest state, there are a lot of pizza delivery cars out on Rhode Island's roads.</p>
<p><b>5.</b></p> <p>Kangaroos are not always the friendly and cuddly Australian icons often portrayed in the media. Although the risk of being attacked by a kangaroo is very low, they can hurt people. The greatest risk is in areas where people have altered the kangaroos' natural habitat and feeding patterns. If threatened by a kangaroo, move well clear and try not to attract the kangaroo's attention.</p>	<p><b>6.</b></p> <p>Rotten Tomatoes (RT) is one of the world's most popular raters of movies. They polled their fans on social media to determine the "Scariest Movie Ever." RT posted a list of 40 frightening horror flicks for fans to vote on. The top vote getter was <i>The Exorcist</i> (1973). The next four were <i>Hereditary</i> (2018); <i>The Conjuring</i> (2013); <i>The Shining</i> (1980); and, <i>The Texas Chainsaw Massacre</i> (1974).</p>
<p><b>7.</b></p> <p>McDonald's is the world's largest fast-food restaurant chain and one of the best-known brand names. <b>McDonald's</b> has more locations than any other fast-food franchise in the world. In 2022, MacDonalds had 38,700 locations in about 100 countries. Second to McDonald's was Subway with 36,800 locations, and in third place was Starbucks with 33,800 locations.</p>	<p><b>8.</b></p> <p>Every year, on Independence Day, the Nathan's Famous International Hot Dog Eating Contest is held. On July 4, 2022, competitive eater Joey Chestnut won his 15th contest, devouring an astounding 63 hot dogs and buns in 10 minutes. Chestnut has won the long-running Independence Day contest 15 of the last 16 years. Joey Chestnut's personal record of 76 hot dogs was set in 2021.</p>

**CONTINUE TO NEXT PAGE**

**For Paragraph 1, complete the following:**

a) Print the complete topic sentence: \_\_\_\_\_  
\_\_\_\_\_

b) List at least two details given: \_\_\_\_\_  
\_\_\_\_\_

c) Print the complete closing sentence: \_\_\_\_\_  
\_\_\_\_\_

.....  
**For Paragraph 2, complete the following:**

a) Print the complete topic sentence: \_\_\_\_\_  
\_\_\_\_\_

b) List at least two details given: \_\_\_\_\_  
\_\_\_\_\_

c) Print the complete closing sentence: \_\_\_\_\_  
\_\_\_\_\_

.....  
**For Paragraph 3, complete the following:**

a) Print the complete topic sentence: \_\_\_\_\_  
\_\_\_\_\_

b) List at least two details given: \_\_\_\_\_  
\_\_\_\_\_

c) Print the complete closing sentence: \_\_\_\_\_  
\_\_\_\_\_

\*\*\*\*\*  
**For Paragraph 4, complete the following:**

a) Print the complete topic sentence: \_\_\_\_\_  
\_\_\_\_\_

b) List at least two details given: \_\_\_\_\_  
\_\_\_\_\_

c) Print the complete closing sentence: \_\_\_\_\_  
\_\_\_\_\_

\*\*\*\*\*

**CONTINUE TO NEXT PAGE**

**For Paragraph 5, complete the following:**

a) Print the complete topic sentence: \_\_\_\_\_  
\_\_\_\_\_

b) List at least two details given: \_\_\_\_\_  
\_\_\_\_\_

c) Print the complete closing sentence: \_\_\_\_\_  
\_\_\_\_\_

.....  
**For Paragraph 6, complete the following:**

a) Print the complete topic sentence: \_\_\_\_\_  
\_\_\_\_\_

b) List at least two details given: \_\_\_\_\_  
\_\_\_\_\_

c) Print the complete closing sentence: \_\_\_\_\_  
\_\_\_\_\_

.....  
**For Paragraph 7, complete the following:**

a) Print the complete topic sentence: \_\_\_\_\_  
\_\_\_\_\_

b) List at least two details given: \_\_\_\_\_  
\_\_\_\_\_

c) Print the complete closing sentence: \_\_\_\_\_  
\_\_\_\_\_

\*\*\*\*\*  
**For Paragraph 8, complete the following:**

a) Print the complete topic sentence: \_\_\_\_\_  
\_\_\_\_\_

b) List at least two details given: \_\_\_\_\_  
\_\_\_\_\_

c) Print the complete closing sentence: \_\_\_\_\_  
\_\_\_\_\_

\*\*\*\*\*