

Writing Guidelines for Mrs. Thorson's Class Paragraph Writing Structure for 8th Grade English

Pink, Blue, Green, Yellow, Red, Red, Yellow, Red, Red, Yellow, Red, Red, Green, Purple-Purple-Purple Word, Orange like the Sun	Hook, Background Info., Topic Sentence, Main Point 1/Transition, Prove it, Prove it, Main Point 2/Transition, Prove it, Prove it, Main Point 3/Transition, Prove it, Prove it, Clever Conclusion...Purple-Purple-Purple Word, Orange like the Sun
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Specific Notes & Guidelines

Pink Hook

It's always about the **TOPIC**, never about the **TEXT**

Blue Background Information

T.A.G.S. = Title, Author, Genre, Summary of Text

Green Topic Sentence

Restate the entire prompt and add your **POSITION** for the paper; load this sentence full of effective domain and regular vocabulary.

**Note: It's fine to combine

Feel free to combine the blue background information and the green topic sentence together, especially if it sounds better in your writing.

Yellow Main Points

Each yellow main point should **RESTATE a PART OF THE PROMPT**. This means each yellow should include domain vocabulary that has not been stated previously. Also include regular vocab words and consider adding figurative language.

Yellow Main Point TRANSITION WORDS: (They have to make sense in the sentence! Choose carefully.)

Transitions: Initially, another, more importantly, the best example, begins with, a different approach reveals, consequently, a better model, different from, similarly, at its best, etc.

Red Prove it #1 Sentences:

Most of the time this will be the quote, but it's possible, in reasonable circumstances, to put the quote second for a good reason. Always include a **LEAD-IN** or a **LEAD-OUT** of every single quote.

LEAD-INS: According to the text; The author displays this when; An example of this occurs when; An example of this irony occurs as...

LEAD-OUTS: ...shows how...; displays the courage described...; exemplifies the theme...

ADVANCED LEAD-INS & LEAD-OUTS: Sentences that FLOW smoothly between the sentence before and after with a natural LEAD-IN or LEAD-OUT

QUOTES look like this:

Lead-in, "Quote" (Thorson 22). □ From a book, showing the page number

"Quote," lead-out (Thorson 22). □ From a book, showing the page number

Lead-in, "Quote" (Thorson 4-5). □ From a poem, showing the lines quotes

"Quote," lead-out (Thorson 1-3, 5) □ From a poem, showing lines quoted

Red Prove it #2 Sentences:

Students say this is the most difficult section. Add **ANALYSIS** by evaluating the quote and meaning.

Absolutely **DO NOT SAY THIS QUOTE SHOWS/PROVES/MEANS/ETC.** This type of restatement does not add new value to your paragraph. Instead, **ANALYZE** the **MEANING/IMPLICATION** of the quote. A helpful strategy is to 1) Look at the **TOPIC** of the quote and then 2) **Write ADVICE TO THE WORLD** about the topic, based on what the characters learn. The sentence is about the ADVICE, not the characters.

PRESENT TENSE with 0-2 state of being verbs in your sentences (quotes don't count).

ZERO CONTRACTIONS – In formal writing, change shouldn't to should not; doesn't to does not, etc.,

MLA FORMAT – Heading, font, size, margins, quote format, title, and paragraph setup

Your Name
Mrs. Thorson
English Period 3
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Short Title with action verb

- all 12 pt font- easily read
- remember to have 2-3 great figurative language
- underline your domain - **bold your regular vocabulary**
- remember to add your works cited on the last page (all on its own, at the top)