INTRODUCTION
The Introduction Paragraph has three parts that must appear in the paragraph

1. OPENING SENTENCE (HOOK) (Use a decoration)
   Write an opening sentence for your essay. It should grab the reader’s attention.
   Decorations:
   Question: Where lurked the real wolf?
   Startling Fact: In seahorses, pregnancy happens to the male seahorse.
   3sss Three Short Staccato Sentences
   3:3:3 Savage bees attacked. Violently they killed. Nobody was spared.
   2:2:2 Bees invaded. They marauded. Humans perished
   Alliteration: ......big, beautiful, butterflies......

2. BACKGROUND INFORMATION
   Now write the background information about your subject. Tell who or what it is; where it
   resides; when it lived; and explain why it is interesting. Use facts that you don’t plan to use
   in your body paragraphs.

3. THESIS SENTENCE
   This is the sentence that tells the reader what your paper will discuss. It is the last sentence
   of your introductory paragraph. A simple FORMULA is (state the topic or key part of the
   question) because of _________________, _________________, and ________________.
   (Use your thesis sentence paper to assist you in writing your thesis sentence.)

4. Dress-ups:
   Add any three dress-ups to your introduction. Underline the dress-ups.
   - “ly” (Use your pink adverb list to help)
   - who/which clause
   - strong verb
   - quality adjective
   - when, while, where, as, since, if, although, because clause

5. Sentence Openers: Each sentence should have a different opener.
   (Place the number in the margin of your essay)
   - 1. Subject opener
   - 2. prepositional
   - 3. “ly” (Use your pink adverb list to help you)
   - 4. “ing”
   Optional: (Normally introduced in 6th grade)
   - 5. Clausal (when while, where, since, as, if, although, because)
   - 6. VSS (very short sentence = 5 words or less)
   - 7. “ed” (Advanced)
1. Topic sentence: Summarize the main idea of your paragraph. Indicate to the reader what your paragraph will be about. The topic sentence should present one--and only one--topic.

2. Detail sentences: Write 3-5 sentences that develop or explain the idea given in the topic sentence.

3. Clincher sentence: 
   *(The Clincher must repeat or reflect two to three key words of the topic sentence)*
   This sentence can begin with a transition, and it should summarize the points you made in your paragraph. It should bring the end of the paragraph back to the main point you made in your topic sentence.

   **Transition List**

   - finally
   - in the end
   - in a word
   - in the final analysis
   - in brief
   - on the whole
   - in conclusion
   - thus
   - to conclude
   - to summarize
   - in summary

4. Dress-Ups (add all six to each body paragraph) (Underline these dress-ups)
   - “ly” (Use your pink adverb list to help)
   - who/which clause
   - strong verb
   - quality adjective
   - **when**, **while**, **where**, **as**, **since**, **if**, **although**, **because** clause

5. Sentence openers: (Use all four for each body paragraph. Place the number in the margin of your essay)
   - 1. Subject opener
   - 2. prepositional
   - 3. “ly” (Use your pink adverb list to help you)
   - 4. “ing”
   **Optional:** *(Normally introduced in 6th grade)*
   - 5. Clausal (when while, where, since, as, if, although, because)
   - 6. VSS (very short sentence = 5 words or less)
   - 7. “ed” (Advanced)

**CONCLUSION**

The Concluding Paragraph has three parts that must appear in the paragraph

1. Restate your thesis sentence in new words (retell the thesis in a new way—not the same way)
2. Choose the MOST significant fact about your essay/subject and state it. You need to use the word **most** in your sentence.  **See the Most Important worksheet.**
3. End with a statement, a comment, idea, observation, quote or question that leaves the reader with something to think about.
4. **Dress-ups:**
   Add any **three** dress-ups to your introduction. Underline the dress-ups.
   - “ly” (Use your pink adverb list to help)
   - who/which clause
   - strong verb
   - quality adjective
   - **when, while, where, as, since, if, although, because** clause

5. **Sentence Openers:** Each sentence should have a different opener. Place the number in the margin of your essay.
   - 1. Subject opener
   - 2. prepositional
   - 3. “ly” (Use your pink adverb list to help you)
   - 4. “ing”
   **Optional:** *(Normally introduced in 6th grade)*
   - 5. Clausal (when while, where, since, as, if, although, because)
   - 6. VSS (very short sentence = 5 words or less)
   - 7. “ed” (Advanced)

**TITLE**

1. **Title** your essay using two to three key words from the last sentence in your conclusion. You may repeat or reflect those words.
### Thesis Sentence Structure

(Last sentence in introduction paragraph)

<table>
<thead>
<tr>
<th>subject</th>
<th>is</th>
<th>an interesting</th>
<th>an incredible</th>
<th>an astounding</th>
<th>an astonishing</th>
<th>a magnificent</th>
<th>a creative</th>
<th>a unique</th>
<th>a special</th>
<th>a famous</th>
<th>a fascinating</th>
<th>a remarkable</th>
<th>a colorful</th>
<th>an attractive</th>
<th>a memorable</th>
<th>a stunning</th>
<th>an important</th>
<th>an historic</th>
<th>a significant</th>
<th>an unforgettable</th>
</tr>
</thead>
<tbody>
<tr>
<td>____________</td>
<td>is</td>
<td>____________</td>
<td>____________</td>
<td>____________</td>
<td>____________</td>
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<td>____________</td>
</tr>
</tbody>
</table>

because ____________, ______, and _______.

List your three topics:

- a noteworthy historical event
- an impressive situation
- an exceptional episode
- a distinctive happening
- a rare occurrence
- a desirable turn of events
- a surprising occasion
- an ambitious incident
- an amusing ____________

__________

__________

__________
| The most significant fact about ________________ is | |
| important piece of information about ________________ is | |
| interesting thing about ________________ is | |
| intriguing piece of data about ________________ is | |
| unique tidbit about ________________ is | |
| exciting happening that occurred during the ________ was | |
| compelling circumstance that occurred during the ________ was | |
| inspiring period of time during the ______________ was | |
| meaningful event that occurred during the ______ ______ was | |
| amazing time during the ____________ was | |
| stirring character trait that _______________ possesses (possessed) | |
| notable trait that ____________ possesses (possessed) | |
| vital accomplishment that ____________ achieved | |
| impressive action taken by ________________ was | |
| moving effort made by ________________ was | |
| remarkable peculiarity that ____________ possesses (possessed) | |
| critical attribute that ____________ possesses (possessed) | |
| valuable mannerism that ____________ demonstrates (demonstrated) | |
| thrilling mannerism that ____________ possesses (possessed) | |
| extraordinary trademark of ____________ is (was) | |
| distinguishing contribution made by ____________ was | |
| profound | |
| memorable | |
| fascinating | |
| unusual | |
| memorable | |
| amusing | |
| engaging | |
| delightful | |
| unforgettable | |
| original | |
| peculiar | |
| valuable | |
| exceptional | |
| extraordinary | |
| stimulating | |
| dramatic | |
| appealing | |
| arresting | |
| astonishing | |
| mind-blowing | |
| discouraging | |