

**Nonfiction Essay:  
Breakdown of Paragraphs**

**I. Introduction Paragraph (2 sentences)**

2. Introduction Sentence	1 sentence	Introduce the titles/authors of articles along with a brief mention of the overall topic of the articles
3. Thesis Statement	1 sentence	State your thesis; answer the prompt (what is the main point(s) you're trying to prove?)

**Sample Introduction Paragraph**

Both the articles, “The Last Great Race on Earth” from Iditarod.com and “Iditarod Sled Dog Race 2015: Is the Race Humane to the Dogs?” by Tim Marcin discuss the famous Alaskan Sled Dog race. Although they demonstrate very different opinions of the competition, both authors use specific choice of both language and information to both inform and persuade the reader to feel a particular way about the race.

**II. Body Paragraphs (11-14 sentences; one body paragraph per article)**

1. Topic Sentence	1 sentence	State the topic of the paragraph. Be sure to use a <i>transition</i> ; include the title of the article; include the overall topic of the essay
2. Supporting Evidence <b>(X3)</b>	3-4 sentences <b>(X3)</b>	State each piece of supporting evidence; use direct quotes from the articles (reference paragraph #s); explain how evidence proves topic sentence/thesis statement; use transitions between each supporting detail.
3. Closing Sentence	1 sentence	Sum up the point presented in the paragraph (refer back to thesis)

**Sample Body Paragraph**

In the article “The Last Great Race on Earth” the author uses both information and specific word choice to both inform the reader about the race and to persuade the reader that the race is a positive event. To begin with, the article informs the reader about the historical origins of the race. When describing how the race represents Alaska’s past, the speaker states, “The Iditarod Trail, now a National Historic Trail, had its beginnings as a mail and supply route from the coastal towns of Seward and Knik to the interior mining camps” (paragraph 5). Here, the author provides the reader with factual information about where the race comes from. The

language is neutral and informational, and gives the reader some background about the race. However, throughout the article, the author also use strong language to cause the reader to admire the participants. When describing the mushers, the author states, “Each musher, whether in the top ten, or winner of the Red Lantern (last place) has accomplished a feat few dare to attempt” (paragraph 14). Here, the author praises all the participants for being a part of the Iditarod. Furthermore, the words “few dare to attempt” makes the mushers seem fearless and bold. Lastly, the article also includes specific facts to show the reader how the race is beneficial. For example, the article states that the race “causes a yearly spurt of activity, increased airplane traffic and excitement...the race is an educational opportunity and an economic stimulus to these small Alaskan outposts” (paragraph 10). The author describes the race using positive language such as “opportunity” and “stimulus” to convince the reader that the race has an overall positive effect on the communities of Alaska. By using both facts and specific word choice, the author not only provides information to the reader, but also attempts to persuade the reader that the Iditarod is a great event for everyone involved.

### III. Conclusion Paragraph (1 sentence)

1. Restate Thesis	1 sentence	Express the same idea as your thesis, but use different words. Start the sentence with a transition.
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### Sample Conclusion Paragraph

Both the article, “The Last Great Race on Earth” by Iditarod.com and “Iditarod Sled Dog Race 2015: Is the Race Humane to the Dogs” use different facts and specific word choice to not only inform the reader about the race, but also to persuade the reader to feel a certain way about this famous sled dog race.

These are the steps that should be followed when writing an essay:

- Read/analyze prompt
- Circle action verbs and underline words that tell you what to do
- Brainstorm and choose topic/evidence
- Create an outline
- Write rough draft
- Edit/revise/proofread rough draft
- Hand in final essay

To Whom It May Concern:

Today, students were given their second essay assignment. I have reviewed the following schedule with them. Please let me know should you have any questions or concerns.

Monday 3/7 - Fill in outline (due Tuesday 3/8)

Tuesday 3/8 - Write Introduction Paragraph and Body Paragraph #1 (due Wednesday 3/9)

Wednesday 3/9 - Write Body Paragraph #2 and Conclusion Paragraph (due Thursday 3/10)

Thursday 3/10 - Proofreading/editing day

Friday 3/11 - Proofreading/editing day

**Monday 3/14 - FINAL ESSAY DUE**

Thank you,  
Erin Winter