

Lesson A. Learning About the Character Analysis Essay

There are many ways to write essays of all types. My books teach many of these. However, when it comes to beginning character analysis, sometimes it is better to do it paragraph by paragraph with a different characteristic in each paragraph. This allows the inexperienced analyses writer to keep each paragraph simple and to not have to know too much about each type of characterization.

Note: If you are experienced in literature analysis and/or essay writing, your teacher may want you to write all of your four or six paragraphs about ONE characteristic (as opposed to writing a different characteristic in each paragraph). Be sure to check with her to see if she would rather you do this.

<> A-1. Read the Sample Essay provided in Box A-1.

1. Pay close attention to the **topic of each paragraph**.
2. Notice how **each paragraph is about a different characteristic** that that character displays.
3. This is the one-characteristic-per-paragraph method.

SAMPLE

Determining a character can be accomplished by factoring in to account certain significant traits and attributes that, when compounded, are what make up the image the reader perceives as in whole that, that specific character portrays. In this case, Mowgli, the protagonist of this specific story, will be analyzed and judged upon based on six distinct categories: they are ethics, motivation, wisdom, effects, development, and environmental image association. Firstly, Mowgli's ethics are just. By seeing his reaction to Bagheera's description of the forthcoming trap, it is easy to see his disgust of what he deemed a treacherous act, to kill the noble Akela. **[PoB-A] (Determining a character can be accomplished...)**

What Are the Character's Ethics?

Secondly, Mowgli's motivation for his various actions can be defined as noble and sensible. Because he wanted to intervene with the assassination of Akela, the boy demonstrated his nobility as he was standing up for a just cause he believed in, and sensible, because of the simple will to survive in resisting the kidnapping monkeys, running away from Shere Khan, and leaving the jungle for a new hope of life. All in all, Mowgli's motivation can be summed up and reduced to as good, for his intentions were all in favor of preserving the well-being of himself and those he loved against the evil-doers that threatened to jeopardize such harmony. **[PoB-B] (Secondly, Mowgli's motivation for his various actions...)**

What Motivates the Character?

Thirdly, in terms of wisdom, Mowgli ranks rather high. Such wisdom can be seen when he consults his old, wise, and trusted friend, Baloo the bear. Not only did Mowgli listen to Baloo's advice, which is only part of being wise, but he also heeded it, thus truly demonstrating wisdom. Ironically enough, sometimes you have to know you don't know something to be wise. This modesty shows in turn understanding of one's circumstance, which is where the phrase "The wise know when to follow" was conceived. **[PoB-C] (Thirdly, in terms of wisdom...) What Personality Traits of the Character Are Dominant?**

Fourthly, Mowgli's effects, and more precisely, effects on others, are positive overall. He never intentionally harms others, friend or foe, however, because he is relatively danger-prone, his friends sometimes end up in the same mess he's in because they're trying to save him from a predicament. However, that is not to say he's a bad luck charm to all his friends, for in fact, he has impacted their lives in more ways than one. In other words, what good he has done far surpasses the negative side. Most importantly, he is a beloved friend and family member, which is worth more than anything. With that, Mowgli has brought out the compassion and sheltering of many even further. As for his adversaries, (i.e. kidnapping monkeys, an ambitious tiger, and treasonous wolves) he had unintentionally enticed their already corrupt natures. **[PoB-D] (Fourthly, Mowgli's effects...) What Are the Character's Effects on Others?**

Box A-1 & E-3 (continued on next page)

Box A-1 & E-3 (continued from previous page)

Fifthly, Mowgli's character development could be interpreted as static, as he ultimately remains in the "same person" throughout the entire story. His personality and views neither morph to better nor to worse, as his principles were already firmly ingrained. Sure, he may gain experience and knowledge as the story progresses with each new emerging event, but not enough to change who he is. Unlike in some other stories, there aren't any, dramatic moments where the protagonist (Mowgli) and the world he or she is in (the jungle community) flips upside down with major plot twists, where the side effects change hearts or initiate a reversed or new, radical view. No, Mowgli is a static character, yet still a fleshed out and satisfactory one nonetheless. **[PoB-E] (Fifthly, Mowgli's character development...) Is This Character Static or Dynamic?**

Sixthly, and last of all, is Mowgli's environmental image association. For example, the first things that predominately comes to mind when picturing Mowgli. Simply put, "things" the reader associate with Mowgli like in terms of items, characters, and environment. For items, torches is the most dominate. The friends around him such as Bagheera and Baloo are closest and most associated with our protagonist. In a way, supporting characters like Mowgli's friends can be considered as the most substantial aspects of a character's external image, and may also even make up part who Mowgli is because of their relationships that impact each other. Finally, the boy's environment is a jungle with a systematic society composed of some closely knit groups. Upon close examination of Mowgli, we find that he is just, wise, positive, consistent (or static), resourceful, and friendly. **[PoB-F] (Sixthly, and last of all...) What Symbol Is Associated With the Character?**

<> A-2. Re-read a version of *The Jungle Book* (or read for the first time). Pay attention to some of the things from the original Overview Box (or look ahead to the expanded list in A-3 provided. Choose the character that you want to analyze during this reading.

My Character's Name _____

<> A-3. Read through the characteristic list given, and choose four (for Basic) or six (for Extension students) characteristics that you think you can write six to eight sentences about.

A. What are the **character's effects on others?**

1. Do other character's change when around that character?
2. How would other characters change if the protagonist were not in the story?

B. Is the Character **Flat or Round?**

1. Does the character **contain contradictions?**
2. What could explain the character's contradictions?

C. What **symbol(s) is associated** with the character?

- What does that symbol say about the character?

D. What **color is associated** with the character?

- What does that color say about the character?

E. **What motivates the character?**

1. Why do they do what they do?
2. What in their past makes them react the way that they do?

F. Is the character **dynamic or static?**

1. **Dynamic**=Character fundamentally **changes** over the course of the story
2. **Static**=Character fundamentally **remains the same** from start to finish
3. **Does the character go from optimistic to cynical, loving to hate-filled, immature to mature, etc.**

G. What are the character's **ethics**?

1. What **code does the character live by?**
2. **Do those change** over the story
3. Does the character's **ethics change when things get tough?**
4. Does the character value **two ethics** that but have to choose between them?

H. What **personality traits** are the most dominant?

1. Is the character **rash, angry, kind, cynical, hopeful, etc.**
2. Does the character **maintain these personality traits** even in situations where it is unusual?
3. Does she **remain hopeful** when it seems all hope is lost?

I. What **traits of the character** are drawn out when interacting with other characters?

1. Is another character a **foil**?
 - Character whose chief purpose is the contrast with the main character
2. **How does the character change** when interacting with other characters?
 - Are there any contradictions

Lesson B. Research and Study Skills: Research for Character Analysis Essay

A Thesis Statement is a statement declaring what your entire paper is going to be about. This is similar to when you learned how to write the opening sentence of a paragraph—a sentence that tells what your entire paragraph is about.

However, in the case of a **Thesis Statement**, you will not just write what one paragraph is about—but **you will write what the entire essay is going to be about**.

For instance, if you were writing an opening sentence about one of your paragraphs about motivation, you might say *Secondly, Mowgli's motivation for his various actions can be defined as noble and sensible.*

However, **you can not use that sentence for the Thesis Statement of your entire essay because it only tells what the one paragraph is about**—the paragraph about motivation. **The Thesis Statement must tell what the entire essay is about.**

For example, *In this case, Mowgli, the protagonist of this specific story, will be analyzed and judged upon based on six distinct categories: they are ethics, motivation, wisdom, effects, development, and environmental image association* is an appropriate Thesis Statement for this essay.

↔ B. Now that you have thought about your qualities and possibly researched them, you are probably ready to write a “Working” Thesis Statement about your character quality category. Consider these tips when you design your Thesis Statement:

- (1) Write one sentence that tells the reader what your essay is about.
- (2) Be sure it includes **all aspects** of your essay.
- (3) Tell your reader what you plan to include in your essay (to a small extent, if desired).
- (4) Do not say, *In this essay, you will learn about....* or *In this essay, I will tell you about...*
- (5) Include your qualities in your Thesis Statement in **the same order** that they will appear in the body of your essay.

Note: Remember, you may start your essay in one person (i.e. first person Opening Paragraph) then switch to the more formal third person for the body (for this assignment).

Sample “Working” Thesis Statement

In this case, Mowgli, the protagonist of this specific story, will be analyzed and judged upon based on six distinct categories: they are ethics, motivation, wisdom, effects, development, and environmental image association.

SampleBox B

My “Working” Thesis Statement for this essay: _____

Box B

Note: If you do not feel prepared to write your “Working” Thesis Statement at this time, you may skip this assignment and come back to it after you complete your outlining.

Note: The “Thesis Statement” above is a “Working” Thesis Statement. You will tweak it later when you write your Opening Paragraph so that it fits well with the type of Opening Paragraph you write.

Lesson C. Write On: First, Second, and Third Person Writing

⇒ C. Review First, Second, and Third Person Writing in the box provided.

Third Person vs First Person and Second Person Writing in Essay Writing

When you write a formal essay, you usually write in the third person.

Third person writing has the following characteristics:

1. It is writing that is **done by an outsider of the essay** (you, as the writer, will not be part of the essay or in the essay).
2. It is writing that **uses the pronouns *he*, *she*, and *they***.
3. It is writing that **does not use the pronoun *I*** (which is first person and is reserved for personal writing).*
4. It is writing that **does not use the pronoun *you*** (which is second person and is reserved for instructions and commands).**
5. It is writing that **uses words like *the person*, *the individual*, *the man*, *the woman*, *the officer*, *people*, etc.**
6. It is **fairly formal** writing.

***Note about *I* in formal essays:** In the body of a formal Persuasive Essay, you will not use the word *I*. However, if you have an Opening and/or Closing Paragraph in which you include a story that happened to you, you may use the word *I*--if you absolutely cannot think of another Opening Paragraph or Closing Paragraph.

****Note about *you* in formal essays:** In the body of a formal Persuasive Essay, you will not use the word *you*. However, if you have an Opening and/or Closing Paragraph in which you include a challenge or series of steps that you hope your reader will take as a result of reading your essay, you may use the word *you*. For example, in a persuasive essay about second hand smoke, you might open your essay with questions directed to the reader to make him or her pause and think: *Do you ever find yourself gasping for breath in a public building? Do your eyes ever burn as you wait in line at a baseball game's concession stand?* Then you might close that same essay with a challenge, also using the pronoun *you*: *You do not have to be the victim of second hand smoke. States all over this grand country are making laws against smoking in public places. You can be a vehicle for change in your state by writing or phoning your congressmen and women.*

+ Note: You should avoid using *I* or *you* in an SAT Essay and non-personal contest essays.

Tips for First, Second, and Third Person Writing in the Formal Essay

1. **Throughout the body of your essay, stay in third person**, using the pronouns *he*, *she*, and *they* and the terms *one*, *individual*, *person*, *the man*, etc., whenever possible.
2. **Do not change persons within the body of your essay.** Unless you are telling a story that involves you--and you may write that paragraph in first person or a paragraph is personal. (See note above.)
3. **In a formal essay** (i.e. the SAT Essay), it is recommended that you write as formally as possible (i.e. third person).
4. **Try to think of synonyms** to use in third person writing, so your writing does not become redundant: *he*, *she*, *they*, *the man*, *the woman*, *the policeman*, *the officer*, *the candidate*, *the trainee*, *the recruit*, etc.

Note: You may use first person in your Opening Paragraph for this Character Essay if needed.

Lesson D. Write On: Introducing Quotation Use

Essays are often improved by the addition of quotations.

Quotations may be used in various forms:

1. In dialogue--when two or more people are speaking to each other
2. In showing what a person or persons said--such as in PoB-B of the sample/passage
3. To include Bible verses or passages
4. To include wise words or quotes--such as in PoB-A:

As the famous quote relates, “People will forget what you say to them, but they will never forget how you make them feel.”

5. To quote a book or source--especially in research writing

<> D-1. In the passage, underline all of the quotes and highlight the opening quotation marks and the closing quotation marks as follows:

PoB-C/Paragraph 3: This modesty shows in turn understanding of one's circumstance, which is where the phrase “The wise know when to follow” was conceived.

PoB-E/Paragraph 5: Mowgli's character development could be interpreted as static, as he ultimately remains in the “same person” throughout the entire story.

You will learn a great deal about quotations Character Ink's book in the hope that you become adept at quotation use--and that you will feel skilled enough to use them any time. There are many rules for quotation writing--and a hallmark of a mature writer is that he or she can include quotations--punctuated properly--in his or her writing.

Here are some general quotation guidelines to get you started.

Punctuating Quotes

1. Always put periods and commas **inside** a closing quotation mark.
 - a. He said, "Old soldiers never die; they just fade away."
 - b. "Old soldiers never die; they just fade away," he said.
2. Put a question mark or exclamation point inside the closing quotation mark only if **it is part of a quotation**; otherwise, the question mark or exclamation point should be placed outside the closing quotation mark:
 - a. "Is he coming over?" they asked. (Place the question mark **inside** the closing quotation mark since the question mark is part of the quotation.)
 - b. "Watch out!" he exclaimed. (Place the exclamation point **inside** the closing quotation mark since the exclamation point is part of the quotation.)
 - c. Did you read the article titled "Baby Games"? (Place the question mark **outside** the closing quotation mark since the question mark is not part of the quotation. It is not part of the minor work [that is shown with quotation marks] but is the end mark for the entire sentence.)
3. When quotation marks show a partial quotation or a minor work and a comma follows the quoted material, **place the comma inside the closing quotation mark**:
 - We should read the article titled "Baby Games," and we should plan the activities.
4. When using quotation marks to show a partial quotation or a minor work at the very end of a sentence, **a period should be placed inside the closing quotation mark--but not exclamation points or question marks**:
 - a. I read the article entitled "Daily Devotional."
 - b. Did you read the article entitled "Daily Devotional"? (Place the question mark **outside** the closing quotation mark since the question mark is not part of the quotation--not part of the minor work [that is shown with quotation marks] but punctuation for the entire sentence.)

Speech Tags

1. A speech tag (words showing who the speaker is) can come before or after the quotation. (Speech tags are **not** surrounded by quotation marks.)
 - She said, "He is kind."
 - "He is kind," she said.
2. When a speech tag comes at the beginning of a quotation, a comma should follow the speech tag:
 - Father said, "Get all of your jobs done."
3. Use a comma at the end of a declarative quotation instead of a period even if a complete sentence (in quotation marks) comes before the speech tag: "I read it," he said.
 - a. A sentence may only have one period.
 - b. You must use a comma inside closing quotation marks in a sentence with an ending speech tag--not a period (since your sentence already contains a period at the end of it--after the ending speech tag).
4. When a speech tag comes at the end of a question or exclamatory quotation, a question mark or exclamation point should be placed before the speech tag, inside the closing quotation mark (assuming that the question mark or exclamation point is part of the quote). A sentence with a quote **may** contain both a question mark or exclamation point (in the quote) and a period at the end of the sentence--just not two end mark periods.
 - a. "Have you read it?" asked Donna.
 - b. "Watch out!" Ray shouted.

Indirect Quotes and Thoughts

1. Do not use quotation marks for indirect quotes. An indirect quote is a sentence in which the writer says what the person said, but says it in the writer's words: Example: She said that he was born in Missouri. (Instead of *She said, "He was born in Missouri."*)
 - a. Indirect quotes are those **using the word *that* to indicate that the words are not quoted word-for-word.**
 - b. Indirect quotes are good for new or inexperienced writers since speech tags and quotation marks are not needed.
 - c. Indirect quotes are also good for instances in which dialogue would make a piece too lengthy.
 - d. In short stories, it is often beneficial to use regular quotes (dialogue) some places and indirect quotes other places.
2. Quotation marks are used for dialogue, minor works, special words, and partial quotations.
 - a. Generally speaking, do not use quotation marks for thoughts.
 - b. Thoughts are usually written in italics.

You will start out in this book just writing basic quotations.

<> D-2. Study the Quote Boxes provided below to learn how to include basic quotations in your outline then in the body of your essay.

General Quote Inclusion in Outline

When you include a quotation in your writing, you may write the entire quote in your outline so that when you are ready to write, you will not have to look it up. Or you may include a note on your outlining lines that tells you to look up your quote later when you are writing.

Unless your teacher tells you to do otherwise, you should **write the entire quote in your outline** for now so that you are ready to include your quote when you are writing your paper.

Follow these tips for putting your quote in your outline:

1. Write your quote neatly on the lines provided word-for-word as it appears in your source.
2. Be sure you use the exact wording, punctuation, and spelling of the original quote. (When you are quoting a person or a source word-for-word, your copy of it must be identical to the original.)
3. Put quotation marks around your quote, with the first one coming before the first word of the quote and the last one coming after the final punctuation mark of your quote.
4. Just like you do any time you create an outline that contains details, be sure you include anything that you will need for that sentence--the correct spelling of the person who said it, a date or place, etc. You do not want to have to look up information later.

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Citation Examples for "People" Quotes in Outline

(Already Quoted in the Source)

A. If your quote is by a person, you may just include that person's name, if you and your teacher agree that this is all the information you need.

Example on Outlining Lines:

"Peace, like charity, begins at home." Franklin D. Roosevelt

B. If your quote is by a person, but you want to have other information to tell the reader more about the person who said the quote, be sure to indicate that in your outline.

Example on Outlining Lines:

"I will prepare and some day my chance will come." Abraham Lincoln, sixteenth
U. S. President

Citation Examples for "Book" Quotes in Outline

(Lifted Text--Not Already Quoted in the Source)

A. A "book quote" may come from a book, newspaper, magazine, web site, etc.--any words you lift from a source and make into a quote. These words were not quoted in your source, but any time you use any words, word-for-word, they must be quoted with quotation marks since they belong to someone else.)

B. When you quote a source, you will just lift words from a book (or other source) and put them in your essay or report, along with quotation marks and the name of the source. (Again, put as much information as you can, so you will have it when you write your paper. You may or may not use the title and the author, but if you include them both in your outline, you will be ready.)

Example on Outlining Lines:

"Wolves are related to dogs. Their scientific classification is Canis Lupus." Wolf Pack by
John Smith

Note: If you are quoting a person (not just lifting words from a source but actually using words that were spoken by a person (even if the quote came from a book or source), just treat the words like a "person quote" for now and use a speech tag that tells who the speaker is (not the book or source title containing this quote). (See the "Quoting a Person" boxes.)

Note: These samples are for the outline. In your text, you will use the author's name in the speech tag.

Lesson E. Write On: Transitions

While your Opening Paragraph--namely your “Thesis Statement”--will introduce the topic of your essay, you still need to remind the reader of the topic of your essay in each paragraph via transition sentences--or LINKS.

This lesson will focus on the Topic Sentence of a paragraph. If you have written one paragraph reports and essays in CI books, you have probably already learned about the Topic Sentence. If not, you may have learned from other sources about this--but maybe that source called it something else. Maybe your previous English book called this sentence the Opening Sentence.

The Topic Sentence is the sentence in a paragraph that tells that paragraph's topic. That is, it tells what the **entire paragraph is going to be about**. Even though you are writing four to six P'soB this week, you still need a point in each paragraph that tells the reader, “Hey, this paragraph is about ____!” (Without saying that though!).

The Topic Sentence is **often found in the first two sentences of a paragraph**. This is why some programs call it the Opening Sentence.

As a matter of fact, to help you in future standardized testing situations, remember that 80% of the time the Topic Sentence is found within the first two sentences of a paragraph. Thus, when the test question asks you to “find the main idea” of the paragraph, you should look in the first two sentences of a paragraph first!

You should consider the Topic Sentence of each paragraph to be the “LINK” that links that paragraph's topic to the entire paragraph. This Topic Sentence will **sometimes be called the Transition Sentence** in longer and more detailed essays in the future. Regardless of what it is called, this is an extremely important sentence in your paragraph--as **linking each paragraph with the whole essay is crucial for helping readers to enjoy and understand your essay**.

LINK

Regardless of what you call it, every paragraph **needs** a **LINK**--a sentence that **LINKS** that paragraph to the entire essay:

- **Topic Sentence** of a Paragraph--is a **LINK**
- **Opening Sentence** of a Paragraph--is a **LINK**
- **Transition Sentence** of a Paragraph--is a **LINK**

⇒ **E-1.** In the sample essay provided, notice the transition words and label (PoB) following each paragraph. This tells us what each paragraph's topic sentence is.

Each of these sentences is a transition sentence that links that paragraph with the topic of the essay (the “thesis”).

This is sometimes called **sign posting**--telling your reader where you've been, where you are, and where you are headed in your essay.

In order to write these transition/LINK sentences, you will want to use transition words or statements.

⇒ **E-2.** Study the Transition Words and Phrases provided in the box.

⇒ **E-3.** In the Sample Essay provided, highlight six transition types of words or phrases, excluding the word *and*. (If you need help with this, use the Transition Words and Phrases box.) Remember, transition words and phrases may fall anywhere in a paragraph. They are used to **LINK** and transition, but they are also used to introduce examples, to compare, to contrast, and more within a paragraph.

Transition Words and Phrases

For transition sentences, you will often use transition words. Consider the following words and phrases for introducing continuing paragraphs--as well as for showing chronology, comparisons, contrasts, cause/effect, and more in sentences **within** a paragraph.

To Show Addition or More

• and	• in addition to	• furthermore	• moreover	• besides
• than	• too	• also	• both-and	• another
• equally important	• first	• second, etc.,	• again	• further
• last	• finally	• not only-but also	• as well as	• in the second place
• next	• likewise	• similarly	• in fact	• as a result
• consequently	• in the same way	• for example	• for instance	• however
• thus	• therefore	• otherwise		

To Introduce an Illustration or Example

• thus	• for example	• for instance	• namely	• to illustrate
• in other words	• in particular	• specifically	• such as	

To Contrast

• on the contrary	• contrarily	• notwithstanding	• but	• however
• nevertheless	• in spite of	• in contrast	• yet	• on one hand
• on the other hand	• rather	• or	• nor	• conversely
• at the same time	• while this may be true			

To Compare or Show Similarities

• similarly	• likewise	• in like fashion	• in like manner	• analogous to
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To Emphasize

• above all	• indeed	• truly	• of course	• certainly
• surely	• in fact	• in truth	• again	• besides
• also	• furthermore	• in addition		

To Give Suggestions or Challenges

• for this purpose	• to this end	• with this in mind	• with this purpose in mind
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To Show the Results of or Consequences of Something

• so that	• with the result that	• thus	• consequently	• hence
• accordingly	• for this reason	• therefore	• so	• because
• since	• due to	• as a result	• in other words	• then

Box for E-2 & E-3

Lesson F. Study Skills and Prewriting: Outline Original Paragraphs

↔ F. Outline each paragraph of your essay by following these steps:

- (1) **Review the list of characteristics** that you marked earlier and be sure that you still want to write about those.
 - a. **Decide** if you want to change any (that is fine).
 - b. **Mark** for sure the ones that you want to use in your essay.
- (2) **List these four (or six for Extension)** on the paragraph topics given below in the outline on each Topic of Paragraph line.
- (3) **Flip through *The Jungle Book*** and put sticky notes on the edges labeled with each paragraph topic/question/characteristic that any page speaks to.
 - a. **Mark these clearly** so that when you are ready to outline, it will be simple to find your "evidence" for that characteristic/question.
 - b. **Label your sticky notes** clearly.
- (4) **Outline your essay one paragraph at a time** in a Sentence-by-Sentence (S-by-S) manner. You may use complete sentences, statements, or key words for each sentence.
- (5) You may or may not use all of the outlining lines provided.
- (6) **Somewhere in your first sentence or two, you need to transition into your paragraph**--a sentence or two that does all of the following:
 - a. **Transitions from the previous paragraph into this one**
 - b. **Introduces the next quality**
 - c. **"Links" that quality with the thesis**--the type of quality, etc. This is why the first two outlining lines for each paragraph have the words **LINK Sentence** provided--to remind you to include that **LINK/transition**.

All--Paragraph A of Body

Topic of Paragraph A _____

LINK/Transition (+)--Sentence 1 _____

LINK/Transition (+)--Sentence 2 _____

Support Sentence (SS-1) _____

SS-2 _____

SS-3 _____

SS-4 _____

SS-5 _____

SS-6 _____

SS-7 _____

SS-8 _____

SS-9 _____

SS-10 _____

All--Paragraph B of Body

Topic of Paragraph B _____

LINK/Transition (+)--Sentence 1 _____

LINK/Transition (+)--Sentence 2 _____

Support Sentence (SS-1) _____

SS-2 _____

SS-3 _____

SS-4 _____

SS-5 _____

SS-6 _____

SS-7 _____

SS-8 _____

SS-9 _____

SS-10 _____

All--Paragraph C of Body

Topic of Paragraph C _____

LINK/Transition (+)--Sentence 1 _____

LINK/Transition (+)--Sentence 2 _____

Support Sentence (SS-1) _____

SS-2 _____

SS-3 _____

SS-4 _____

SS-5 _____

SS-6 _____

SS-7 _____

SS-8 _____

SS-9 _____

SS-10 _____

All--Paragraph D of Body

Topic of Paragraph D _____

LINK/Transition (+)--Sentence 1 _____

LINK/Transition (+)--Sentence 2 _____

Support Sentence (SS-1) _____

SS-2 _____

SS-3 _____

SS-4 _____

SS-5 _____

SS-6 _____

SS-7 _____

SS-8 _____

SS-9 _____

SS-10 _____

Extension--Paragraph E of Body

Topic of Paragraph E _____

LINK/Transition (+)--Sentence 1 _____

LINK/Transition (+)--Sentence 2 _____

Support Sentence (SS-1) _____

SS-2 _____

SS-3 _____

SS-4 _____

SS-5 _____

SS-6 _____

SS-7 _____

SS-8 _____

SS-9 _____

SS-10 _____

Extension--Paragraph F of Body

Topic of Paragraph F _____

LINK/Transition (+)--Sentence 1 _____

LINK/Transition (+)--Sentence 2 _____

Support Sentence (SS-1) _____

SS-2 _____

SS-3 _____

SS-4 _____

SS-5 _____

SS-6 _____

SS-7 _____

SS-8 _____

SS-9 _____

SS-10 _____

+ Eighty percent of the time the paragraph's topic sentence (or LINK) falls within the first two sentences of a paragraph.

SAMPLE