

# Graphic Organizer For Building Essays

A is for Attention getter.

B is for Background on Topic.

C is for Connect with reader.

T is for Thesis statement.

To is for Topic sentence.

Tr is for Transition sentence.

I., II., and III. bodies:

Begin paragraph with To.

Supporting sentences are next.

Then, apply concluding sentences.

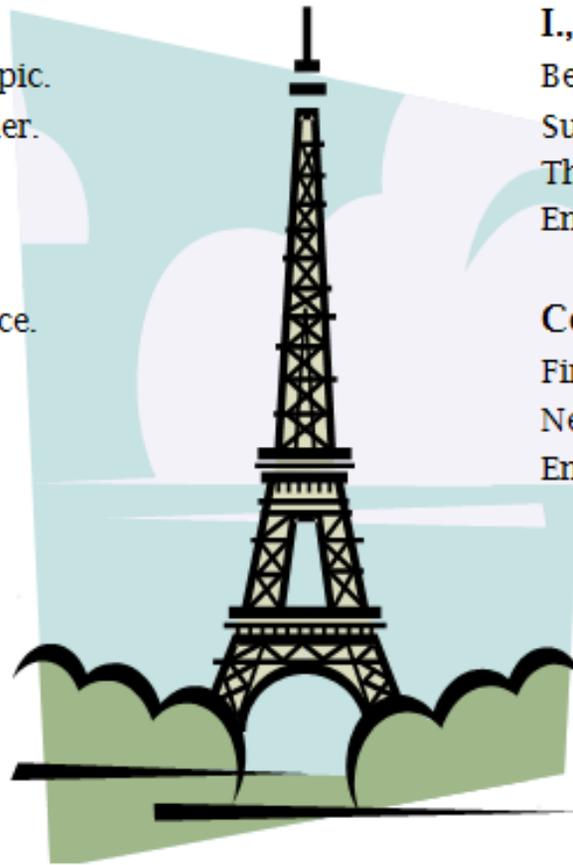
End paragraph with Tr.

**Conclusion:**

First sentence restates T.

Next, summarize main points (To).

End by providing closing thoughts.



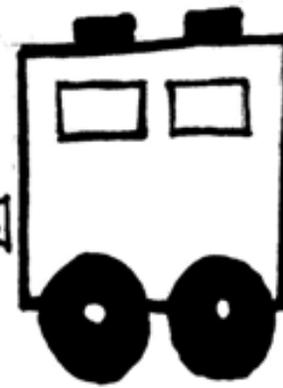
**Introduction**



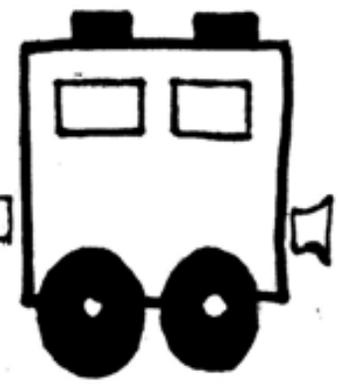
**I. Body**



**II. Body**



**III. Body**



**Conclusion**



## ***Graphic Organizer For Building Essays***

**A.** The “attention getter” grabs the reader’s attention.

This act can be achieved in many ways: a bold statement, question, command, extraordinary situation, startling news/statistic, or just by being interesting.

**B.** The “background” provides a foundation from which you will build. It should establish history and sometimes origin on topic, important information on author/authors, and state problem/issue.

**C.** “Connecting with Reader” is vital to the paper’s appeal.

This can be accomplished through reasoning, emotional appeal, and establishing credibility: *logos, pathos, and ethos*. Finding some type of common ground between reader and text also creates a connection. Common ground is formed through shared interests, values, beliefs, and concerns.

### **Supporting Sentences**

These sentences “support” your topic sentence; providing details, examples, or reasons are a few ways of achieving this goal. If my topic sentence states “Teenagers should not drive until age 18 because of safety,” then the supporting sentences could offer reasons, give details as to why safety is an issue, and/or give an example. NOTE: Do not overload paragraph with supporting sentences, for it will seem as if you are reaching for persuasion. Think of a table, for instance. They are generally supported by 3-4 legs. Any additional support is not needed if the original 3-4 legs are strong enough.

### **Concluding Sentences**

These types of sentences tie into and reflect topic sentence. For example, using the topic sentence from before, my concluding sentence could state this: “To ensure passenger safety as well as the drivers around passenger, the current driving policy that allows teenagers to drive at 16 should be changed to 18 years of age.” Notice that the concluding sentence reinforces topic sentence, has different sentence structure than topic sentence, and word choice has been altered as well.

### **Transitional Sentences**

Transitional sentences, sometimes called adhesive devices, take you from one topic to the next. They are what hold one paragraph to another. For example, using same topic, the transitional sentence would be as followed: “In addition to safety being a concern, irresponsibility on the teenager’s part plays an important role in their decision making.” The first part of the sentence refers to the topic you are leaving and the second part of the sentence introduces next topic.