Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period:\_\_\_\_\_ Hartley--PBL

**Informational Essay Outline
*\*\*Remember--- 3rd person point of view ONLY! \*NO OPINIONS & “I” WORDS. JUST THE FACTS!!!***

***\*\*\*Be sure to include TRANSITION PHRASES—See “Transition Phrases” handout***

**I. Introduction**In the introduction paragraph, you need to grab the reader’s attention…make them *want* to read your essay! Make the reader curious about what your essay is about, but DO NOT reveal anything about your evidence, explanations, or specifics about your topic. ***It’s as easy as ABC!!!***

**A. Attention Getter** (2-3 sentences) (question, vivid description, famous quotation/saying, definition, ect):

**B. Explain your Attention Getter** (1-2 sentences):

**C. Bridge** (2-3 sentences)Connect the ideas from your Attention Getter to your topic and thesis statement):

**D. CLAIM--Thesis statement** (State your topic and preview what your body paragraphs’ topics)
**\*\*1 sentence ONLY**—MUST BE THE LAST SENTENCE OF YOUR INTRODUCTION PARAGARPH:

**II. Body paragraph #1**In the first body paragraph, you are describing your FACTS that go with your first research question. You are not ASKING any questions here; instead you are describing to the reader the facts that answer this question. Remember, each component below must begin with a TRANSITION PHRASE and do NOT use any first person language. Remember, your purpose as the author is to INFORM the reader about your topic.

**A. Assertion #1** (*TOPIC SENTENCE* for *REASON #1*-put your question #1 into a fact-based STATEMENT that to explain or introduce reason #1—RESTATE & ANSWER!) (2-3 sentences):

**B. Evidence #1** (1-2 sentence direct quote that supports your assertion. Begin with TRANSTION PHRASE to introduce and end with in-text citation):

**C. Elaboration/Explain #1** (explain how this evidence *proves* the assertion; provide a *connection* between the idea and the proof; this is where you show *YOUR thought process* to the reader—**3-5 sentences**):

**D. Transition sentence** (how does this paragraph relate or connect to the next paragraph?):

**III. Body paragraph #2**In the second body paragraph, you are describing your FACTS that go with your 2nd research question. You are not ASKING any questions here; instead you are describing to the reader the facts that answer this question. Remember, each component below must begin with a TRANSITION PHRASE and do NOT use any first person language. Remember, your purpose as the author is to INFORM the reader about your topic.

**A. Assertion #2** (*TOPIC SENTENCE* for *REASON #2*-put your question #2 into a fact-based STATEMENT that to explain or introduce reason #1—RESTATE & ANSWER!) (2-3 sentences):

**B. Evidence for #2** (1-2 sentence direct quote that supports your assertion. Begin with TRANSTION PHRASE to introduce and end with in-text citation):

**C. Elaboration/Explain for #2** (explain how this evidence *proves* the assertion; provide a *connection* between the idea and the proof; this is where you show *YOUR thought process* to the reader—**3-5 sentences**):

**D. Transition sentence #2** (how does this paragraph relate or connect to the next paragraph?): \_

**IV. Body paragraph #3**In the third body paragraph, you are describing your FACTS that go with your 3rd research question. You are not ASKING any questions here; instead you are describing to the reader the facts that answer this question. Remember, each component below must begin with a TRANSITION PHRASE and do NOT use any first person language. Remember, your purpose as the author is to INFORM the reader about your topic.

**A. Assertion #3** (*TOPIC SENTENCE* for *REASON #3*-put your question #3 into a fact-based STATEMENT that to explain or introduce reason #1—RESTATE & ANSWER!) (2-3 sentences):

**B. Evidence for #3** (1-2 sentence direct quote that supports your assertion. Begin with TRANSTION PHRASE to introduce and end with in-text citation):

**C. Elaboration/Explain for #3** (explain how this evidence *proves* the assertion; provide a *connection* between the idea and the proof; this is where you show *YOUR thought process* to the reader—**3-5 sentences**):

**D. Transition sentence #3**(how does this paragraph relate or connect to all the paragraphs?):

**V. Conclusion Paragraph**In the conclusion paragraph wrap up the paper so that it is finished, and give the readers something to think about after they finish reading. Do NOT bring up any new ideas. Be sure to stay in the 3rd person!

**A. Restate Thesis Statement ideas** (*RESTATE* your thesis statement, but *DO NOT REPEAT IT*. Use your language skills to re-word the thesis statement into a new sentence. Be sure to include the topic and three body paragraph topics in the sentence.) (1 sentence)

**B. “So what” Conclusion** (*DO NOT BRING UP ANY NEW IDEAS*! Tells the reader “so what?” or “why should anyone care?” about your topic. Give the reader something to ponder about the importance of your topic to the world. DO NOT TALK TO THE READER! 3RD PERSON LANGUAGE ONLY! **2-4 sentences)**

**C. “Mic Drop” Conclusion** (*Use a “Mic Drop” strategy will leave your reader with a feeling, idea, image, or way of thinking?* – 1-2 sentences)