

## Expository Intro and Conclusion Outline

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### Introduction Outline

- I. **CREATIVE HOOK:** Write a sentence (or a few sentences) that previews or hints at the essay's topic but does not give it away. Possible options: Intriguing Question, Quotation/Saying, Story/Descriptive Picture, Interesting Fact, Unexpected Statement, Metaphor/Simile, Creative Dialogue, Show a Benefit. *You may not use the same type of hook that you did in the descriptive essay.*
    - A. **NARROWING:** Guide your reader from your broad, general hook to your narrow, specific thesis statement. How will you introduce the topic? You may give background information or a summary of your main ideas, but do not include specific evidence.
    - B. **THESIS STATEMENT:** Write your revised and approved thesis statement last. You might need to add a transition to the beginning or change the wording slightly to best incorporate it into the overall flow of the paragraph.
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### Conclusion Outline

- II. **RESTATED THESIS:** Remind your audience of your thesis, but state it in a new way. Make several of the following changes to avoid repetition: use synonyms, reorder the prongs, different sentence structure, new sentence opener, shorter/longer, show vs. tell, etc.
    - A. **BROADENING:** Remind your reader of your strongest or most memorable points of evidence and/or suggest an application. Lead your reader to your closing thought.
    - B. **CLINCHER:** Finish with a closing thought that ties back to your creative hook in the introduction and wraps up the entire essay. You may even repeat a few key words or ideas from the hook to remind your reader of where you started.
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### Parent/Student Checklist:

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| <input type="checkbox"/> Minimum of 4 sentences in both the introduction and conclusion.  | <input type="checkbox"/> The first time you refer the author, use his full name. After that, use his last name only. |
| <input type="checkbox"/> All sentences are complete and grammatically correct. (no sentence fragments)  | <input type="checkbox"/> No new evidence in the conclusion.  |
| <input type="checkbox"/> Student attempted a new type of hook not previously used in this course. Creative and interesting; only hints at the essay's full topic. | <input type="checkbox"/> Writing includes strong, descriptive language. (strong verbs, specific nouns, adj/adv)      |
| <input type="checkbox"/> Intro includes the author's name and book title. The title is in italics, not in quotes.   | <input type="checkbox"/> MLA formatted and double-spaced.  |
|   | <input type="checkbox"/> Staple this page BEHIND the printed outline.  |

*I verify that my student has followed the outline shown above and included all elements as indicated on the checklist.*

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_