

Basic Paragraph:

How to plan and write paragraphs with related sentences

A paragraph is a group of related sentences. If you can write sentences with more than *one* independent clause, you are ready to learn the four paragraph skills.

The following pages are on the basic paragraph and the **SM2Q** technique. By the time you complete the tasks on the basic paragraph, you can easily write a paragraph with related sentences.

What Connects Sentences?

→ Which of the sentences go together?

- ✓ Write **A** in front of three sentences that are connected.
- ✓ Write **B** in front of the other sentences *if* they are connected.

___ Exercise burns calories quickly.

___ Giant pandas are found in the mountains of
China.

___ Regular exercise strengthens the skeletal
muscles.

___ Very young pandas stay in the trees.

___ Adult pandas live on the ground in the
bamboo forests.

___ Exercise increases the amount of blood through the heart.

→ Make your *best* guess.

- ✓ What connects the sentences in each group?
-

Two Ways to Connect Sentences. A paragraph is a group of related sentences. *Related* means that the sentences are connected. Sentences are connected in paragraphs two ways: through the subject, and through what the sentences describe.

1. *Sentences are related if the subject of the sentences refers to the same thing. Remember: Every sentence has a **complete subject**. It is what or who the sentence is about.*
2. *Sentences are related if the information describes the thing in one way. Remember: Every sentence has a **complete predicate**. It tells what the subject *does, has, or is*.*

→ Read the three sentences. Why are they related?

- ✓ Circle the *complete subject* in each sentence.
- ✓ Box the *complete predicate*.

1. Antarctica is covered by a thick ice sheet.
2. The frozen continent has several unexplored mountain ranges.
3. The land under the ice sheet is jagged peaks.

→ Write the answers.

- ✓ Each *complete subject* refers to what thing?

-
- ✓ Does the information in each *complete predicate* describe the *appearance, usage, or location* of the thing?
-

Copy the sentences in Group A and Group B on page 1. Name two ways the sentences are related or connected.

Directions

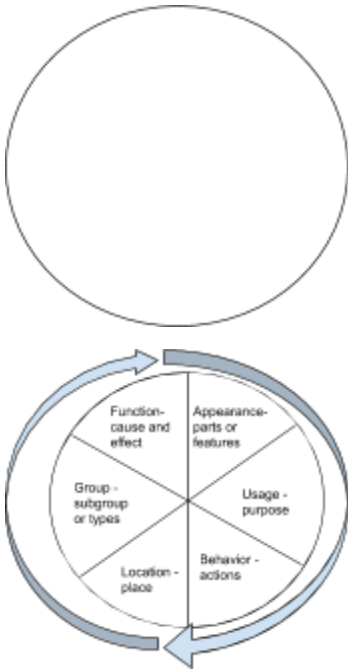
1. Circle the *complete subject* in each sentence.
2. Box the *complete predicate*.
3. Name the thing referred to by the sentence subjects.
4. Name the way the thing is described.

GROUP A

Name → The thing referred to by the sentence subjects _____
One way the thing is described (*appearance, usage, location*) _____

GROUP B

Name → The thing referred to by the sentence subjects _____
One way the thing is described (*appearance, usage, location*) _____



Six Knowledge Dimensions. A dimension is one way to describe a thing. A thing becomes a subject when it is described in a paragraph. The subject can be described six ways: *appearance, usage, behavior, location, group, and function.*

Think of the subject as a whole. The circle stands for total knowledge on the subject. If the thing is leopards, the circle stands for everything known about the subject of leopards.

One way to arrange all the knowledge on leopards is to organize it into six dimensions. On the circle, each division stands for one type of *knowledge dimension*. The six dimensions are

knowledge coordinates. Each one represents a segment of what is known about the subject.

→ List the six knowledge dimensions in order on the solid lines.

Dimensions and Definition Words	
Appearance - parts or features	Location - place
Usage - purposes	Group - subgroup or type
Behavior - actions	Function - cause and effect

→ Study the chart. Write the definition words opposite the dimensions on the preceding page.

→ Leopards are described in one way in each sentence. Write the dimension and definition word in the box.

Leopards belong to the cat family.

They have beautiful large heads and muscular bodies.

Leopards are found in Africa.

Hunters have used the heads of leopards for trophies to decorate their walls.

Leopards curl up and sleep during the day, and they hunt alone at night.

Because hunters have killed leopards as a sport and for the fur trade, leopards are close to extinction.

→ ***The six dimensions of knowledge apply to any subject. They are knowledge coordinates because together they are a complete description of the subject.***

The subject can be a person, animal, plant, mineral, object, procedure, process, system or quality. The subject can be seeable or invisible, real or imaginary, man-made or natural.

Directions

1. Read the sentences on bacteria
2. Write the dimension and define word for each sentence on the line

BACTERIA

1. _____ **Bacteria are found everywhere, including the air we breathe and the food we eat.**
2. _____ **They are shaped like rods, balls, or spheres.**
3. _____ **Bacteria belong to the group of lower plants.**
4. _____ **Bacteria are used to make insulin for diabetes.**
5. _____ **Bacteria in cooked food can cause botulism.**
6. _____ **Bacteria eat up to 1,000 times their weight in an hour.**
7. _____ **They are so small they can only be seen with a microscope.**
8. _____ **Bacteria live in most foods.**
9. _____ **They “breathe” oxygen from the air.**
10. _____ **Bacteria cause the decay of dead plants and animals.**

→ Review the six knowledge dimensions. Select one of the pictures below.

Each picture represents a *subject*. What is your total knowledge of it?

Six Knowledge Dimensions

Appearance -- parts or features

Usage -- purposes

Behavior -- actions

Location -- place

Group -- subgroup or types

Function -- cause and effect

→ Name the subject. Write one sentence for each dimension *if* you can. No one has total knowledge of any subject. Use the tasks on leopards and bacteria to help you compose the sentences.

SUBJECT _____

Appearance _____

Usage _____

Behavior _____

Location _____

Group _____

Function _____

Basic Paragraph

Objective 4: To use the basic paragraph as a writing tool to plan and write paragraphs.

The basic paragraph, like the simple, compound and complex sentences, has several parts. The parts of the paragraph form the structure. In the following exercises, you learn how to use the structure of the basic paragraph as a writing tool to plan and write paragraphs.

The paragraph structure consists of parts of the paragraph arranged in a certain order.

Look at the framework of the paragraph structure shown below. It consists of four main parts: *subject*, *main idea*, *main detail sentences* and *supporting detail sentences*. The introductory sentence is not a main part because it is not found in all paragraphs.

-----BASIC PARAGRAPH-----

The basic paragraph consists of related sentences on a specific thing or group. The sentences are grouped together for a specific purpose.

Introductory Sentence

SUBJECT

Main Detail Sentence (main idea one dimension)

Main Detail Sentence

Supporting Detail Sentence

Supporting Detail Sentence

→ The subject for a basic paragraph can be one specific thing or group.

→ Study the definitions for the main parts of the basic paragraph structure.

SUBJECT	The subject is <i>what</i> or <i>who</i> the paragraph is about.
MAIN IDEA	The main idea is what the writer describes about the subject on one dimension.
MAIN DETAIL	The main details are the most important information on the main idea.
SENTENCES	They are found with a <i>significant what</i> question.

SUPPORTING The supporting details are information that expands the main idea.

DETAIL SENTENCES They are found with a question on the subject.

→ Complete the framework of the structure of the basic paragraph. Label the parts.

The diagram illustrates the structure of a basic paragraph. It features a dashed rectangle at the top, which represents the subject. Below this rectangle are four solid rectangles, representing the main idea and supporting details. To the right of the dashed rectangle is a dashed circle, representing the conclusion. The dashed rectangle and circle are connected by a dashed line, indicating their relationship in the paragraph structure.

Behavior Dimension Paragraph. What is the writer describing about

manatees?

Directions:

1. Read the paragraph.
2. Circle and label the subject in the introductory sentences.
3. Circle and label the following paragraph sentences:
 - ✓ Introductory sentence
 - ✓ Main detail sentence
4. Underline and label the supporting detail sentences.

Manatee's are called "sea cows." They eat various kinds of grasses that grow along the shores and in shallow water. They pick the grasses with their divided upper lips and stuff it into their mouths from both sides. In the United States, manatees live in the shallow water off the eastern coast of Florida. They can be found in the West Indies and off the coast of Brazil and West Africa.

→ Find the main idea for the paragraph.

To find the main idea

THINK ----- Subject and Dimension with definition word

THEN ----->> STATE (Main Idea) ----- Definition word followed by subject

EXAMPLE

Leopards

Behavior-actions

Actions of leopards

THINK _____ and _____

STATE (Main Idea) _____.

Try to visualize, or “see” in your mind, the structure of the basic paragraph.

Directions:

1. Write the subject above the paragraph sentences.
2. Label each paragraph sentence:
 - ✓ Introductory sentence
 - ✓ Main Idea sentence
 - ✓ Supporting detail sentence
3. Arrange the sentences according to the basic paragraph structure.
4. Write the sentences on the paragraph framework.
5. Write the main idea in the circle.

SUBJECT _____

_____	In the United States, manatees live in the shallow water off the eastern coast of Florida.
_____	They pick the grasses with their divided upper lips and stuff it into their mouths from both sides.
_____	They can be found in the West Indies, and off the coast of Brazil and West Africa.
_____	They eat various kinds of grasses that grow along the shores and in shallow water.
_____	Manatees are called “sea cows”

_____	

Usage Dimension Paragraph. What is the writer's main idea?

Directions

1. Read the paragraph.
2. Circle and label the subject in the introductory sentence.
3. Circle and label the following paragraph sentences.
 - ✓ Introductory sentence
 - ✓ Main detail sentences
4. Underline and label the supporting detail sentences.

Food labels are required by the government. Ingredients in packaged foods must be listed according to the amount from most to least. The label also must give the number of servings and calories. The U.S. Food and Drug Administration is responsible for checking the accuracy of the food labels, It enforces the Federal Food and Drug Act that requires “truth in packaging.”

→ Find the main idea for the paragraph.

THINK _____ and _____

STATE (Main Idea) _____.

→ What does the writer understand about the subject?

- a. Read the two main detail sentences. What are they about?

- b. Read the two supporting detail sentences. What are they about?

Review. Name the three kinds of paragraph sentences used to write basic paragraphs.

Directions

- 1. Write the subject above the paragraph sentences.
- 2. Label each paragraph sentence:
 - a. Introductory sentence
 - b. Main detail sentence
 - c. Supporting detail sentence
- 3. Arrange the sentences according to the basic paragraph structure.
- 4. Write the sentences on the paragraph framework.
- 5. Write the main idea in the circle.

SUBJECT _____

_____	The label also must give the number of servings and calories.
_____	It enforces the Federal Food and Drug Act that requires "truth in packaging."
_____	Ingredients in packaged foods must be listed according to the amount from most to least.
_____	The U.S. Food and Drug Administration is responsible for checking the accuracy of food labels.
_____	Food labels are required by the government.

_____	

Paragraph Plan. Paragraphs should be written with a *plan*. A plan is a series of steps to accomplish a purpose.


PURPOSE: The paragraph plan guides the search, selection and collection of information for related sentences.

Problem. Your knowledge of paragraph planning is limited to the subject. You can not form a plan because you lack *planning knowledge*. Without a plan, it is almost impossible to select information that can be organized into related sentences. Consequently, paragraph writing is frustrating and difficult.

Solution. If you know the main parts of paragraph structure, you have *planning knowledge*. With the **SM2Q** technique, you can turn your knowledge of the paragraph into a writing tool.

The **SM2Q** planning technique has two purposes:

- 1. To guide the use of the paragraph structure to form the plan, and
- 2. To use the steps of the plan to select and collect information for related sentences.

Step 1.	Name the subject	S	<i>Subject</i>	
Step 2.	Find the main idea	M	<i>Main Idea</i>	
Step 3.	Write the <i>significant what</i> question	Q1	<i>Main Details</i>	
Step 4.	Write the supporting details question	Q2	<i>Supporting Details</i>	

→ The steps of the SM2Q technique guide the search, selection and collection of information for related sentences.

→ Study the explanation for the steps of the **SM2Q** planning technique.

Step 1.	Name the subject	<div>What or who the paragraph subject describes.</div>
Step 2.	Find the main idea	<div><div>THINK</div><div>Subject and Dimension and definition word</div><div>STATE</div><div>Definition word followed by subject</div><div>(main idea)</div></div>
Step 3.	Write the <i>significant what</i> question	<div>What is/are the most important _____ (state the main idea)?</div>
Step 4.	Write the supporting details question	<div>What! (who), where, when, how or why about the subject.</div>

→ Read the information carefully on the paragraph plan.

The subject of the paragraph is the sculpture, Walking Man. The dimension and definition words are appearance and features. The *significant what* question is, What are the most important features of the sculpture? The question on the subject is, Who is the sculptor?

→ Write the paragraph plan opposite the **SM2Q** technique.

Step 1. Name the subject

--

Step 2. Find the main idea

THINK
STATE
(main idea)

Step 3. Write the *significant what*
question

--

Step 4. Write the supporting
details question

--

What was the writer's paragraph plan? Use the **SM2Q** technique to analyze the paragraphs.

→ *Analysis is the process of identifying parts and relationships.*

Directions:

1. Read the paragraph
2. Circle and label the subject in the introductory sentence.
3. Circle and label the following:
 - a. Introductory sentence
 - b. Group of two main detail sentences
 - c. Group of two supporting detail sentences

Gout is known as the big toe disease. It is caused by the inflammation of the joints of the big toe. The inflammation results from the increase of uric acid in the blood. The big toe becomes swollen and extremely painful. It is so sensitive that the pressure of a stocking increases the pain.

→ Draw a line to connect the step of the **SM2Q** technique to the paragraph plan.

SM2Q Technique	Paragraph Plan
Step 1. Name the subject	What is the most important cause of gout?
Step 2. Find the main idea	What are symptoms of gout?
Step 3. Write the <i>significant what</i> question	Gout
Step 4. Write the supporting details question	Cause of gout

Now analyze the paragraph and write the plan.

Directions

1. Read the paragraph.
2. Circle and label the subject in the introductory sentence
3. Circle and label the following:
 - ✓ Introductory sentence
 - ✓ Group of two main detail sentences
 - ✓ Group of two supporting detail sentences

Palm trees have leaves that grow out of the top of their trunks. They are a subgroup of a large group of plants named monocots. Like other monocot plants, palm trees have leaves that are thin and blade-like in shape. Palm trees are found in several different habitats: desserts, grasslands, swamps, and rainforests. But they grow best in the hot, humid, climate of the rainforests.

→ Write the steps of the paragraph plan opposite the steps of the **SM2Q** technique.

Step 1. Name the subject

--

Step 2. Find the main idea

<i>THINK</i> <i>STATE</i> (main idea)

Step 3. Write the *significant what*
question

--

Step 4. Write the supporting
details question

--

Challenge. Can you arrange the sentences into a paragraph? Study the information on the introductory sentence. Use your knowledge of the paragraph structure. Study the two clues. ←

INTRODUCTORY SENTENCE

The introductory sentence can be on any dimension. It usually answers one of the following questions on the subject:

- | | |
|-------------------------|-------------------------------|
| a. What is it? | d. What makes it different? ← |
| b. Why is it important? | e. Why is it a problem? |
| c. Where is it found? | |

MAIN IDEA - Location of Antarctica ←

- ✓ Antarctica lies at the bottom of the world where it is surrounded by water.\
- ✓ The continent is covered by a thick ice sheet.
- ✓ Antarctica is the only continent without people.
- ✓ Unexplored mountain ranges criss-cross the land.
- ✓ The frozen continent is centered on the South Pole.

→ Write the paragraph

Writing Strategy. When the basic paragraph structure is used with the **SM2Q** planning technique, the structure becomes a writing tool for planning and writing paragraphs. The writing strategy below is a step-by-step description of how the basic paragraph structure is turned into a writing tool.

→ Study the paragraph writing strategy. When you use the writing strategy, look at what happens.

- Writing is guided by the paragraph structure.
- Thinking is jump-started.

→ *The use of your knowledge of the paragraph structure to plan and write means you are thinking to write.*

- You are a good writer -- because your thinking is clearer and more precise.

→ Number the steps of the writing strategy in paragraph 1-8.

PARAGRAPH WRITING STRATEGY

Paragraph Plan			
Subject Name what or who the paragraph is on.	Main Idea Find the main idea. State the definition word for the dimension followed by the subject.	Main Details Find information on what is <i>most important</i> about the main idea.	Supporting Details Find information about the subject that expands the main idea.
Step #____	Step #____	Step #____	Step #____
Paragraph Writing			
Subject Write a sentence to introduce the subject.	Main Details Write sentences on what is most important about the main idea.	Supporting Details Write sentences on the subject that expand the main idea.	Check Do the sentences develop your understanding of the main idea?
Step #____	Step #____	Step #____	Step #____

→ Write the steps of the paragraph writing strategy.

Paragraph Plan. The use of the parts of the paragraph structure with the **SM2Q** planning technique results in a plan. Because the plan guides how to select and collect information on the main idea, the information can be organized onto related sentences.

STEP 1:

STEP 2:

STEP 3.

STEP 4.

Paragraph Writing. When you look at the paragraph structure, you see different kinds of sentences. You see how to organize the information into main and supporting detail sentences, and how to arrange the sentences into a basic paragraph.

STEP 5:

STEP 6:

STEP 7.

STEP 8.

Human Heart Paragraph. *Task* - Plan and write a paragraph on the human heart.

→ *Use the basic paragraph as your writing tool. Plan the paragraph with the SM2Q technique. Write the paragraph guided by the structure.*

→ Read the article on the human heart on the next page.

→ **Form the plan.** Use the following:

- ✓ The appearance dimension to find the main idea
- ✓ Main details on the parts of the heart
- ✓ A supporting details question that can be answered with the information in the article

S Name the subject _____

M Find the main idea _____

Q1 Write the *significant what* question _____

Q2 Write the supporting details question _____

Examples of
supporting
detail
questions on
the subject.

What (who), where, when, how, and why questions about the subject.

- ✓ What is the function or job of the heart?
- ✓ Where is the heart located in the body?
- ✓ When is the heart unhealthy?
- ✓ How is the heart repaired?
- ✓ Why can high blood pressure stop the heart?

THE HUMAN HEART

The heart is divided into four rooms or chambers. The two top rooms stick out like ears, one on each side. Each chamber is called an *atrium*. The two big bottom chambers take up most of the heart. These chambers are called *ventricles*.

Follow the blood as it goes through the heart. The blood enters the heart through the veins. It collects in the right atrium and left atrium. Then it flows into the two ventricles contract. The blood is squeezed out through the arteries.

Each ventricle pumps blood to a different part of the body. The right ventricle sends blood to the lungs. The blood spreads through the lung capillaries. Then it returns to the left side of the heart. The left ventricle sends blood to all other parts of the body. The blood returns to the right side of the heart.

Each side of the heart is really a separate pump, although both sides beat together. Normally the two side of the heart.

The blood travels through the heart in the right direction because there is a *valve* at the exit of each chamber. There are valves in the veins also. A valve is like a one-way door. It lets the blood flow in only one direction.

Sometimes, when a heart valve does not close tightly, it lets blood trickly backward. A doctor can hear this with a stethoscope. Such a trickle is called a heart murmur. A person with a heart murmur cannot play certain sports. One of the valve does not close properly . This birth defect may heal in time. If not, surgery may help. An artificial valve made of plastic can be sewn into the heart to replace the damaged part.

Many heart operations are done while the heart continues to beat. These operations are called "open heart surgery." During heart surgery, something has to take over the work of the heart while it is out of action. The heart-lung machine keeps the blood circulating for several hours. It also fills the blood with oxygen, a job that the lungs normally do.

High blood pressure is a problem many Americans have. In some persons, the arteries are blocked by deposits of cholesterol and calcium. These chemicals come from certain foods we eat. As the opening in the arteries becomes narrower, the blood pressure increases. The blood pounds through the body with such force that it can burst an artery. No one knows exactly what causes high blood pressure. But it *is* known that sensible eating and sensible living can help to prevent it.



→ Study the pointers on taking notes.

POINTERS ON TAKING NOTES

- Take notes on information that interests you. If you are not interested, chances are the readers of the paragraph are not either.
- The information should develop *your* understanding of the main idea.
- Before you write a word, *evaluate* the information and *restate* it in your own words.

Evaluate. To evaluate information means to screen it to decide on its importance.

Ask yourself if the information is on the subject and main idea for the paragraph.

THINK

Significant what question

Supporting details question

Restate. Do not copy sentences from the article or book. When you find information that answers the *significant what* or supporting details question, look away from the printed page. Restate the information is one of the best ways to develop your understanding of the main idea.

→ **Take notes.** Read the article on the human heart again to answer the questions.

Q1 Write the *significant what* question.

What are the most important parts of the human heart?

Q2 Write the supporting details question.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

My Plate Paragraph. *Task* - Plan and write a paragraph on the USDA My Plate guidelines.

→ *Use the basic paragraph as your writing tool. Plan the paragraph with the SM2Q technique. Write the paragraph guided by the structure.*

→ Read the article on the food pyramid on the next page.

→ **Form the plan**

- ✓ What dimensions are covered in the article?
- ✓ What dimensions will you use to find the main idea?
- ✓ Consider the picture of the Choose My Plate when you decide on the dimension. It is an important information source.

S Name the subject

↓

Think _____ and _____

M

↓

↓

State
(Main Idea) _____

Q1 Write the *significant what* question

↓

Q2 Write the supporting question

My Plate

In 2011, the U.S. Department of Agriculture (USDA) proposed replacing *My Pyramid* with *My Plate*. The pyramid has guided Americans since 1991. The plate represents the latest scientific research on which foods are good for us.

The five focus groups are fruits, vegetables, grains, protein, and dairy. The dairy group includes cheese and yogurts. The protein group includes items such as red meat, poultry, fish, cheese, tofu, eggs, and beans. The vegetable and fruit groups include dark green and yellow vegetables, and citrus fruits and tomatoes. The grain group are the complex carbohydrate group which includes grains and breads. Each food group has a designated amount of space based on the amount that should be eaten at any given meal. This suggests that half of each meal should be made up of fruits and vegetables.

For the last 50 years, scientists have known about the relationship between diet and disease prevention. The American diet is high in fat and lacking in fiber. There is growing evidence that this type of diet increases the risk of cancer, heart disease, obesity, diabetes and osteoporosis. In 2010, it was reported that 63 percent of all the deaths in the United States were from diet-related diseases.

According to My Plate, we should eat more vegetables and fruits. They should form half of each meal. Proteins and grains should make up the other half and one quarter of the plate each. Dairy has the smallest suggested amount since it tends to contain the most fat and should be eaten in the least amounts. Unlike the old “four food groups” or the Eating Right Pyramid, My Plate focus on what each meal should contain and does not present an entire day's worth of food.

My Plate stresses the importance of eating fresh fruits and vegetables.

Fruits and vegetables provide some of the nutrients we need, but they do not provide all of them. Foods in one group on the plate cannot replace those in another group. We need nutrients from all of them.

The Institute of Medicine, a branch of the National Academy of Sciences, wants organizations and the government to find ways to get more Americans to eat healthy. Notations about a healthy diet are not enough. What is needed are health-promoting meals in workplace cafeterias, schools, and hospitals. Both children and adults need courses on nutrition based on the My Plate guidelines.

→ **Take notes.** Draw and label the My Plate graphic.

→ Read the article on the My Plate guidelines again to answer the questions.

Q1. Write the *significant what* question.

--

Use both the drawing of the My Plate graphic and the article as information sources.

Q2. Write the supporting details question.

→ **Write the paragraph.** Use the paragraph structure to organize the information in your notes into related sentences, and to arrange the sentences into a basic paragraph.

→ **Editing the Paragraph**

Editing involves selecting, arranging, and correcting the writing product. The questions on the Edit Checklist below should be considered writing subskills. With consistent use, the questions increase in both the ability to think and to write.

Edit Checklist ✓

	YES	NO
1. Can you “see” the structure of the paragraph in your mind?	_____	_____
2. Do all the sentences refer to the same subject?	_____	_____
3. Is the main idea limited to one dimension?	_____	_____
4. Does the introductory sentence create interest in the subject?	_____	_____
5. Are the detail sentences in the paragraph arranged in a special order?	_____	_____
6. Does the paragraph have more than one type of sentence?	_____	_____
7. Are all of the words spelled correctly?	_____	_____

Directions

1. Read the questions *thoughtfully* on the Edit Checklist.
2. Find the paragraph parts, sentences, or words in the paragraph that go with the questions on the checklist.
3. Make changes in the paragraph for any **NO** answers.

SELF CHECK

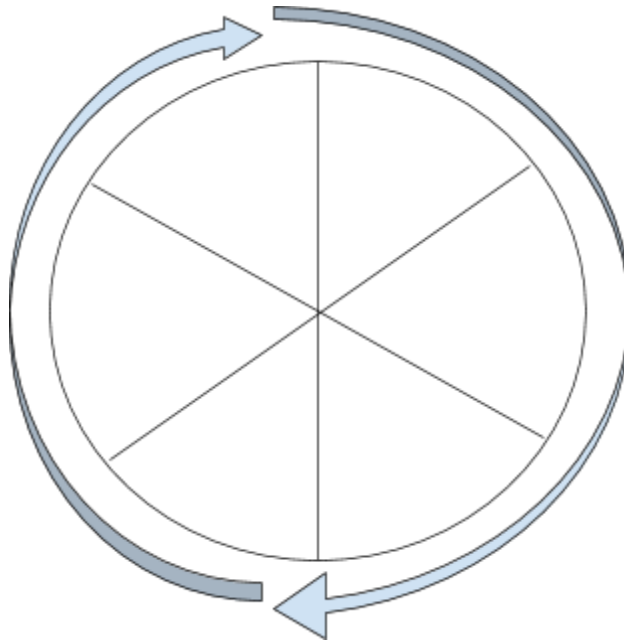
The use of the basic paragraph as a writing tool depends on your knowledge of the six dimensions, the paragraph structure and the **SM2Q** planning technique.

→ Talk through the questions.

1. What are the six knowledge dimensions?
2. What is the **SM2Q** planning technique?
3. What are five parts of the basic paragraph structure?

→ Write the names of the six knowledge dimensions in the circle.

Add the definition words under each dimension.



→ List the four main parts of the basic paragraph structure.

Remember: The introductory sentence is not one of the main parts of the structure. It is not found in all paragraphs.

_____	_____
_____	_____

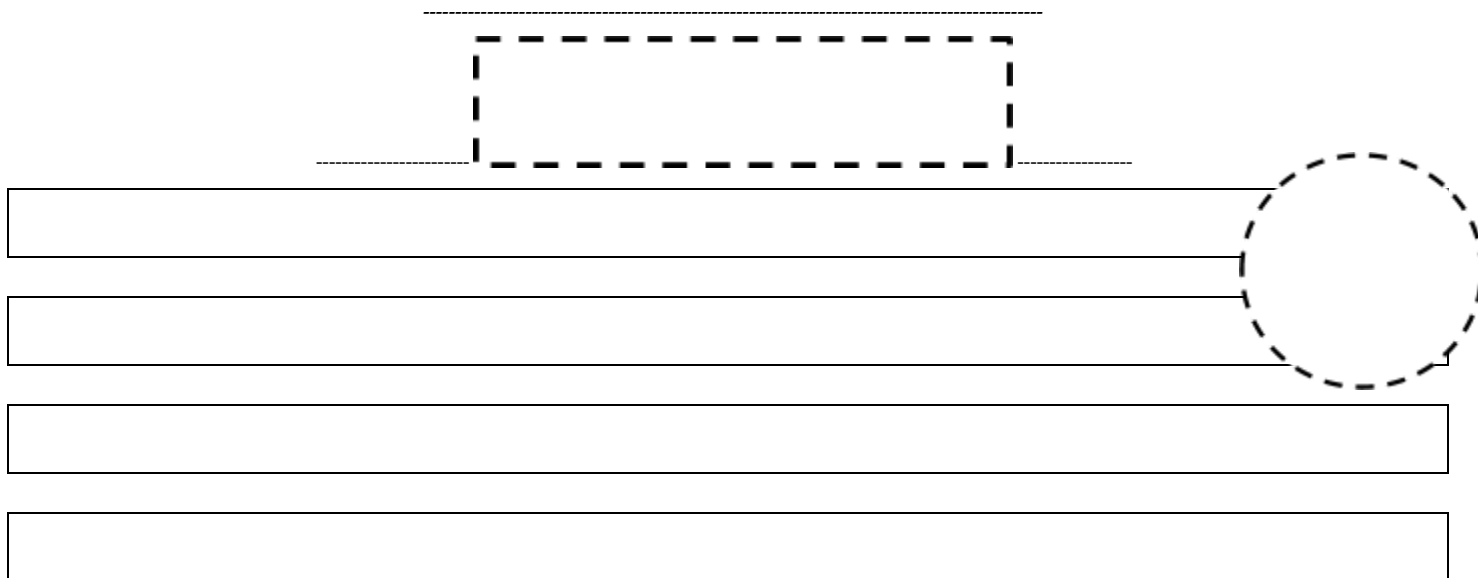
→ How is the main idea for the paragraph found with the **SM2Q** technique?

Think _____ and _____

↓

State(Main Idea) _____

→ Label five parts of the paragraph structure. Use the following words: *subject*, *Introductory sentence*, *main idea*, *main detail sentence*, and *supporting detail sentence*.



→ Arrange the sentences into a basic paragraph. Number the sentences 1-5.

Two clues: Introductory sentence - What is it?

Main Idea -- Cause of osteoporosis (dimension if *function*)

- ___ It is caused by the inability of the body to absorb calcium through the digestive tract.
- ___ One in four women has or will have the disease.
- ___ Osteoporosis is a bone-wasting disease.
- ___ When the body takes calcium from the bones instead of the digestive tract, the bones become brittle.
- ___ Athletes are also candidates for significant bone loss.

→ Write the paragraph.

Special Event Paragraph. *Task* -- Plan and write a paragraph on a special event you personally experienced.

→ *Use the basic paragraph as your writing tool. Plan the paragraph with the SM2Q technique. Write the paragraph guided by the structure.*

A special event is a celebration. People come together for a ceremony and/or festivities.

→ Do any of the pictures suggest a special event for a paragraph?

→ Name the special event for the paragraph: _____

→ Visualize or “see” the celebration in your mind.

Try to remember:

What was the purpose for the celebration?

- ✓ When was it?
- ✓ Where was it -- at what place?
- ✓ Who was there?
- ✓ How did the celebration begin?
- ✓ What happened -- what was the chain of activities?
- ✓ How did the celebration end?

Personal experiences are one of the main sources of information.

There are two sources for information: research and personal experiences.

- Research - information taken from books, articles, surveys, and documentation.
- Personal experiences - information recalled from memory.

Paragraph planning is done the same way for both information sources.

→ **Form The Plan.** Four possible dimensions for the main idea are *appearance, usage, behavior, and location.*

S Name the subject _____

↓

Think _____ and _____

M

↓

↓

State
(Main Idea) _____

Q1 Write the *significant what* question _____

↓

Q2 Write the supporting question _____

→ **TAKE NOTES**

Q1. Write the *significant what* question.

Use both the drawing of the My Plate graphic and the article as information sources.

Q2. Write the supporting details question.

→ **Write the paragraph.** Use the paragraph structure to organize the information in your notes into related sentences, and to arrange the sentences into a basic paragraph.

→ **Edit the paragraph.** Use the checklist your teacher provided.

Performance Test: Basic Paragraphs

Total Points -- 100
Each Answer - 4pts
Score: _____

What have you learned about using the basic paragraph as a writing tool? Follow the directions for each part of the test.

1.) Write the name of the knowledge dimension opposite the definition word. (24 pts.)

_____ purpose
_____ place
_____ actions

_____ parts or features
_____ cause or effect
_____ subgroup or types

2.) Label five parts (a-g) of the basic paragraph structure. Use the following words: *main idea*, *subject*, *supporting detail sentence*, *main detail sentence*, and *introductory sentence*. (20 pts)

_____ a. _____

b. _____

c. _____

g. _____

d. _____

e. _____

f. _____

3.) Write the main parts of the basic paragraph structure opposite the definitions (16 pts).

_____ The most important information on the main idea.
They are found with a *significant what* question.

_____ *What* or *who* the paragraph is about.

_____ What the writer describes about the subject on one dimension.

_____ The information expands the main idea. They are found with a question on the subject.

4.) Draw a line from the step of the **SM2Q** planning technique to the corresponding step of the paragraph plan. (16 pts)

S	Name the subject	What are the most important features of bacteria?
↓		
M		Bacteria
↓		
Q1		Features of Bacteria
↓		
Q2		Where are bacteria found?

5.) What is the dimension and definition word used to find the main idea on bacteria? (4pts)

6.) Use the paragraph plan in question 4 to organize the sentences into a basic paragraph. Use the words *introductory sentence*, *main detail sentence*, and *supporting detail sentence* (20 pts)

_____	They live everywhere, including the air we breathe.
_____	Bacteria are microorganisms.
_____	Bacteria are so small they can only be seen with a microscope.
_____	Bacteria live in most foods even in the refrigerator.
_____	They are shaped like rods, balls, or spirals.