



Writing Paragraphs

Essay paragraphs require you to do one thing: elaborate on a key issue that you have highlighted in your introduction. You should have one idea per paragraph, and that these ideas should specifically relate to the essay question. You must make it clear to the reader that you are following the map outlined in your introduction.

Paragraphs should always:

- Commence with a **topic** sentence. The topic sentence signals to the reader what your paragraph is going to be about.
- Contain evidence to validate/support your answer.
- Link back to the essay question.
- Include the “content” words from the question.

Paragraphs should never:

- Contain more than one key idea.
- Raise an idea that you cannot support with evidence.
- Bring in new information that is not relevant to the topic.

Basic Paragraph Structure

P	Point: Outline the main points/topic of this paragraph
E	Evidence: Support your point with evidence and examples
E	Explanation: Explain how this evidence supports your answer/main point
L	Link: Refer this point back to the topic, integrating key words from the question to reinforce your response

Transition phrases like “Similarly,” “For this reason,” “Therefore,” “However,” and “In the same way that...” are a good way to link points together to create a cohesive argument.

Example

Q: *Identify two ways teachers can support the educational needs of Aboriginal and Torres Strait Islander students and explain why and how these strategies should be implemented.*

- In this question the ‘task words’ are **identify** and **explain**
- You can’t write about everything! Pay attention to what the question focuses on: **two ways; teachers; support; Aboriginal and Torres Strait Islander students**
- Narrow down to the specifics: **why and how**

P1	In order to support the educational needs of Aboriginal and Torres Strait Islander students , all teachers should undertake professional development to assist with their understanding of culturally appropriate pedagogies.	IDENTIFIES ONE STRATEGY (Professional development in culturally appropriate pedagogies)
E	Currently, many teachers feel they are ill-equipped to teach Aboriginal and Torres Strait Islander students, primarily because they lack knowledge about Indigenous culture and history (Bennett & Moriarty, 2015; Craven, Yeung, & Han, 2014). For this reason, Lavery, Cain and Hampton (2014) argue that teacher institutes should develop stronger links with Aboriginal and Torres Strait Islander communities, and that pre-service learning should include partnership programs with such communities.	EVIDENCE (why and how)
E	Ultimately, it is imperative that teachers construct a rich and culturally sensitive repertoire for teaching Aboriginal and Torres Strait Islander students.	EXPLANATION
L	Therefore, appropriate professional development through collaboration with Aboriginal and Torres Strait Islander communities should become mandatory for both beginning and experienced teachers .	LINK