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| ***TS (topic sentence):***Reiterate why your argument is, in fact, the most logical and correct, highlighting the reason/proof you have to actually substantiate your position on the subject.  |
| ***CX (context/background info):*** Before introducing your first concrete detail, provide some background information about the proof (historical information, definitions, recent events surrounding the topic that will clarify your CD, etc.). |
| ***CD (proof from the text with lead-in and citation):*** A fact, statistic, anecdote (personal or about someone else), or quote that **FULLY** supports your claim and the rationale behind that claim. \**Always look at your topic sentence-and then your thesis-to make sure that you are staying on topic here.*  |
| ***CM x 3 (at least three sentences of analysis): Ask yourself the following questions:***What does this quote mean?Why is this detail relevant?How does it support my thesis/stance on the topic?What information-information that I have researched and synthesized-can I add to this concrete detail to more sufficiently support my thesis?Who does this detail impact and what are the implications of it?If this statistic/number stays the same, what will happen (if…then)? |
| ***CX (transition to the next supporting detail):*** Transition into the next supporting detail. Lead the reader through your ideas cohesively. Think about the following phrases:Another reason…There are so many reasons that \_\_\_\_\_\_\_\_\_\_\_\_\_(your argument) is vital, and the fact that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(the issue) is another one of them. |
| ***CD (proof from the text):*** A fact, statistic, anecdote (personal or about someone else), or quote that **FULLY** supports your claim and the rationale behind that claim. *\*Always look at your topic sentence-and then your thesis-to make sure that you are staying on topic here.* |
| ***CM x 3 (At least three sentences of analysis):*** DELVE INTO YOUR BRAIN AND PULL OUT THE SYNTHESIZED INFORMATION. In order to do this, you *must* do your research and talk about it.  |
| ***CS (conclude your paragraph): Call to action***What do people need to do with this information now that they mulled over it?Why is this issue so pertinent and relevant to one’s life?If people do not take a stance and agree with your position, what might be the consequences? |

**Summerville High School**

**Ms. Diehl**

Writing a Paragraph for Persuasion and Research