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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