

#2) Key "Phrase" Outline Assignment

Student Name: _____

Creative Title: _____

Full Thesis Statement (Copy Here):

I. First Prong (Topic): _____

A. Assertion 1: _____

1. Evidence _____

2. Commentary: _____

3. Transition (becomes part of the next sentence): _____

B. Assertion 2: _____

1. Evidence _____

2. Commentary _____

C. Conclusion: _____

II. Second Prong (Topic): _____

A. Assertion 1: _____

1. Evidence _____

2. Commentary: _____

3. Transition (becomes part of the next sentence): _____

B. Assertion 2: _____

1. Evidence _____

2. Commentary _____

C. Conclusion: _____

III. Third Prong (Topic): _____

A. Assertion 1: _____

1. Evidence _____

2. Commentary: _____

3. Transition (becomes part of the next sentence): _____

B. Assertion 2: _____

1. Evidence _____

2. Commentary _____

C. Conclusion: _____

Parent Checklist:

- Are the paragraph topics organized in the same order as the thesis statement ‘prongs’?
- Is the Topic Sentence broad with the two assertions narrowing it down to more specific ideas?
- Does the evidence chosen prove the assertion?

Note on evidence/citations: On this form, the student does not need to copy out the entire quote, just where to find it, the idea, and the citation. If there are two authors, use both last names in the citation. If using a book, add the page number.

Website example:

Evidence: Healthline.com: Pineapple has Vitamin C (Wartenberg and Raman).

- Do the topic sentence and conclusion sentences form ‘bookends’ to the paragraph?
They will have the same idea, but when the sentences are written out, the conclusion will need to ‘wrap it up’ in light of what was proven in the paragraph. Have your student change the wording of the conclusion phrase to signal that the actual sentence will need to be different.
Example:
Topic phrase: Pineapple makes pizza healthier
Conclusion phrase: pizza needs pineapple to elevate its nutrition
- Does the mid-paragraph transition word clearly lead to the next assertion?
At this level, make the transition very obvious. There are more elegant ways of transitioning, but the lesson being taught here is to **feel** the transition. Use strong words like “Additionally”, “Furthermore”, “Moreover”, and “In addition”
- Does the commentary explain why the evidence is good? Guide the student to explain out loud why they have chosen that particular quote. The quote/details/story should directly prove the assertion they have made.

Parent signature of checklist completion: _____