

SENTENCE OUTLINE/PURPOSE STATEMENT

**** YOU MAY USE A GRAPHIC ORGANIZER INSTEAD OF THIS TEMPLATE FOR YOUR OUTLINE, BUT YOU MUST INCLUDE THE RUBRIC AT THE BOTTOM OF THIS SHEET. IT SHOULD APPEAR RIGHT AFTER YOUR WORKS CITED PAGE.****

The sentence outline is essentially a skeleton for your rough draft. If you write this outline well, writing your rough draft will be painless. Begin with your thesis. Use a well-developed, opinion-based, debatable thesis. Then start your sentence outline. A sentence outline means that your topic sentences, textual examples, and analysis are written in FULL SENTENCES. You may use more than one item of textual evidence for each. Like ALL assignments which require in-text citations, you need to include a complete and properly formatted works cited page.

I. Introduction:

a. Hook

(b. Biographical info pertinent to the thesis)(d. Relevant exploration of literary movement/time period of the work)

(c. Themes/topics/writing style of author relevant to thesis)

d. DEBATABLE THESIS STATEMENT with TITLE AND AUTHOR

II. Body Paragraph 1:

a. Topic sentence that identifies the analytical point made in the paragraph.

b. First piece of evidence (“**quote**” from text)

c. **Analysis** of first piece of evidence

d. Second piece of evidence (“**quote**” from text)

e. **Analysis** of second piece of evidence

(You may add more than two pieces of textual evidence with analysis)

III. Body Paragraph 2:

a. Topic sentence that identifies the analytical point made in the paragraph.

b. First piece of evidence (“**quote**” from text)

c. **Analysis** of first piece of evidence

d. Second piece of evidence (“**quote**” from text)

e. **Analysis** of second piece of evidence

(You may add more than two pieces of textual evidence with analysis)

IV. Body Paragraph 3:

a. **Topic sentence** that identifies the analytical point made in the paragraph.

b. First piece of evidence (“**quote**” from text)

c. **Analysis** of first piece of evidence

d. Second piece of evidence (“**quote**” from text)

e. **Analysis** of second piece of evidence

(You may add more than two pieces of textual evidence with analysis)

****Repeat this for each subsequent body paragraph.**

V. Conclusions:

“So what” statement - what did you learn about life, literature, humanity, or society?

Conclusions are tough to write before you write the real paper, but give this one a shot. Think about the evidence you’ve presented in the paper and tie it together. What conclusions have you come to? Make a – “so what?” – statement that goes beyond what you have discussed in the essay. Remember, this is like the pan-out shot in a film that no longer merely focuses on a single character on a park bench; instead, it expands out to show the larger community or society. Without using additional evidence, you should advance the ideas of the essay in a meaningful way.

Some questions to ask yourself:

- Why is what you have proven important?
- What was your writer’s goal in writing the text the way he/she did?
- In other words, what was the author’s goal in constructing an entire work of fiction around the ideas and themes upon which you focused your essay?

Adapted from Mr. Flaggert’s sheet

Rubric Categories	Analytical Outline	Exemplary	Proficient	Needs Improvement	Unsatisfactory
O R G A N I Z A T I O N	INTRODUCTION	<i>Introduction</i> provides significant context for the topic and smoothly leads into the central argument.	<i>Introduction</i> provides relevant context for the topic and leads into the central argument.	<i>Introduction</i> provides some context for the topic and leads into the central argument, but may be missing some key information.	<i>Introduction</i> does not provide context for the topic or effectively lead into the central argument.
	CONCLUSION	<i>Conclusion</i> emphasizes key takeaways from the argument and leaves the reader with an essential idea to consider.	<i>Conclusion</i> emphasizes key takeaways from the argument.	<i>Conclusion</i> gives a basic summary of the argument.	<i>Conclusion</i> is missing or includes information that does not connect to the rest of the piece.
	SEQUENCE	Writing maintains a <i>logical sequence</i> of accurate ideas.	Writing maintains a mostly <i>logical sequence</i> of accurate ideas.	Writing struggles to maintain a <i>logical sequence</i> of accurate ideas.	Writing does not maintain a <i>logical sequence</i> of accurate ideas.
A N A L Y S I S & I N T E R P R E T A T I O N	THESIS	Addresses the topic by establishing a <i>thesis statement</i> that includes a sophisticated argument and insightful subtopics.	Addresses the topic by establishing a <i>thesis statement</i> that includes an argument and subtopics.	Attempts to address the topic by establishing a <i>thesis statement</i> that includes a weak or confusing argument and/or subtopics.	Does not address the topic due to a <i>thesis statement</i> that does not include an argument and/or subtopics.
	EVIDENCE	Evidence is seamlessly <i>integrated</i> , with clear, relevant context before and analysis after quotations to thoroughly support ideas.	Evidence is <i>integrated</i> , with relevant context before and analysis after quotations to thoroughly support ideas.	Evidence is somewhat <i>integrated</i> , with some context before and analysis after quotations, but may do so inconsistently, or not thoroughly support ideas.	Evidence is missing and/or not <i>integrated</i> , with little to no context before or analysis after to thoroughly support ideas.
	CONNECTION	Analysis is clearly, consistently, and seamlessly <i>connected to the central argument</i> .	Analysis is clearly and consistently <i>connected to the central argument</i> .	Analysis is <i>connected to the central argument</i> , but may do so inconsistently or unclearly.	Analysis is not clearly or consistently <i>connected to the central argument</i> .

C O N V E N T I O N S	GRAMMAR	<i>Grammar, punctuation, and capitalization</i> show command of current and former grade level expectations.	<i>Grammar, punctuation, and capitalization</i> show proficiency in current and former grade level expectations.	<i>Grammar, punctuation, and capitalization</i> exhibit inconsistency in proficiency in current and former grade level expectations.	<i>Grammar, punctuation, and capitalization</i> do not exhibit proficiency in current and former grade level expectations.
	TONE	<i>Tone (formal/informal)</i> is always appropriate for the assignment.	<i>Tone (formal/informal)</i> is usually appropriate for the assignment.	<i>Tone (formal/informal)</i> is inconsistently appropriate for the assignment.	<i>Tone (formal/informal)</i> is rarely appropriate for the assignment.
	MLA GUIDELINES	Format and citations follow all <i>MLA guidelines</i> .	Format and citations follow most <i>MLA guidelines</i> .	Format and citations follow some <i>MLA guidelines</i> .	Format and citations do not follow <i>MLA guidelines</i> .

