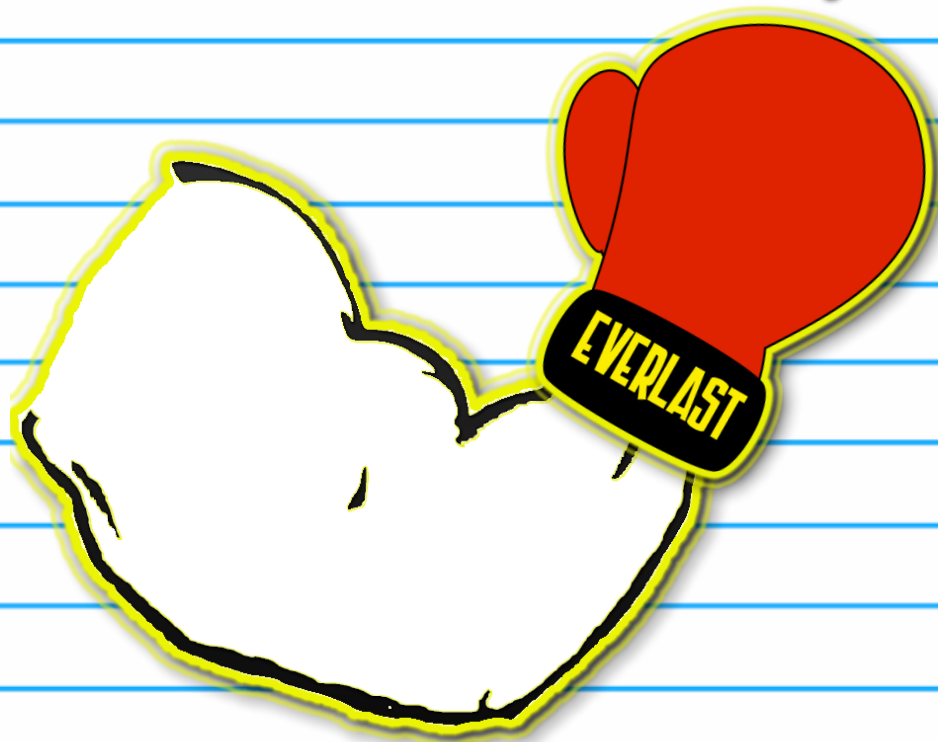


A Student's Guide to

# ARGUMENT WRITING



Hit 'em with your  
**BEST SHOT!**

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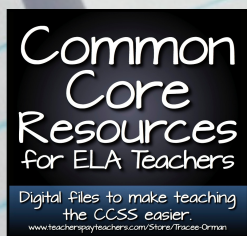
If you have any questions, feel free to email me at: [hungergameslessons@gmail.com](mailto:hungergameslessons@gmail.com)

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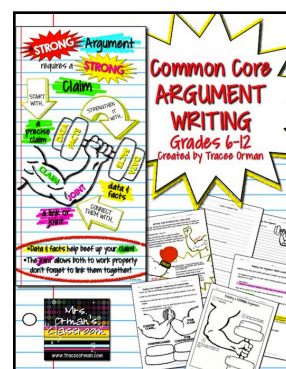
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# Common Core Writing: ARGUMENT WRITING: STUDENT HANDBOOK

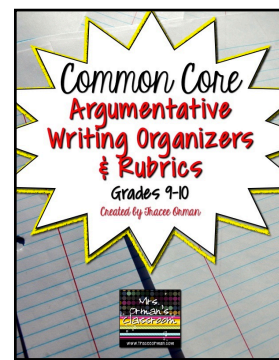
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This student guide is part of **ARGUMENT WRITING FOR GRADES 6-12** bundle, which includes handouts and optional presentation slides for grades 9-12.

It is also included in my **GRADES 9-10 Common Core and PARCC Assessment Guidelines for Argument Writing** bundle.



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## TEACHER GUIDELINES/DIRECTIONS

I believe writing is a process and it's hard to know what you are going to write until you actually write it. For that reason, I like to give my students time to create a "pre-rough draft" first before we do any other preliminary writing exercises (such as outlining).

### PRE-ROUGH DRAFT (Or Pre-Writing)

They do their "pre-rough draft" as soon as they get the writing prompt. I tell them to just write whatever they feel, not worrying about evidence, examples, or anything. I also tell them not to worry about mechanics, grammar, spelling, or organization. (Give them 10-20 minutes, depending on the prompt.)

### FINDING THEIR CLAIM

After they finish their "pre-rough draft," have them read through it. Ask them to highlight or circle their **claim**. A **claim** is **what they believe and what they want their readers to believe**. This is basically their stance on an issue or topic.

Argument topics: You can find many prompts for argument essays on the following websites:

[Argument Writing Prompts](#) (Mrs. Orman's Classroom)

[200 Prompts for Argument Writing](#) (The Learning Network)

[182 Writing Prompts](#) (Some may need adjustments for arguments; from The Learning network)

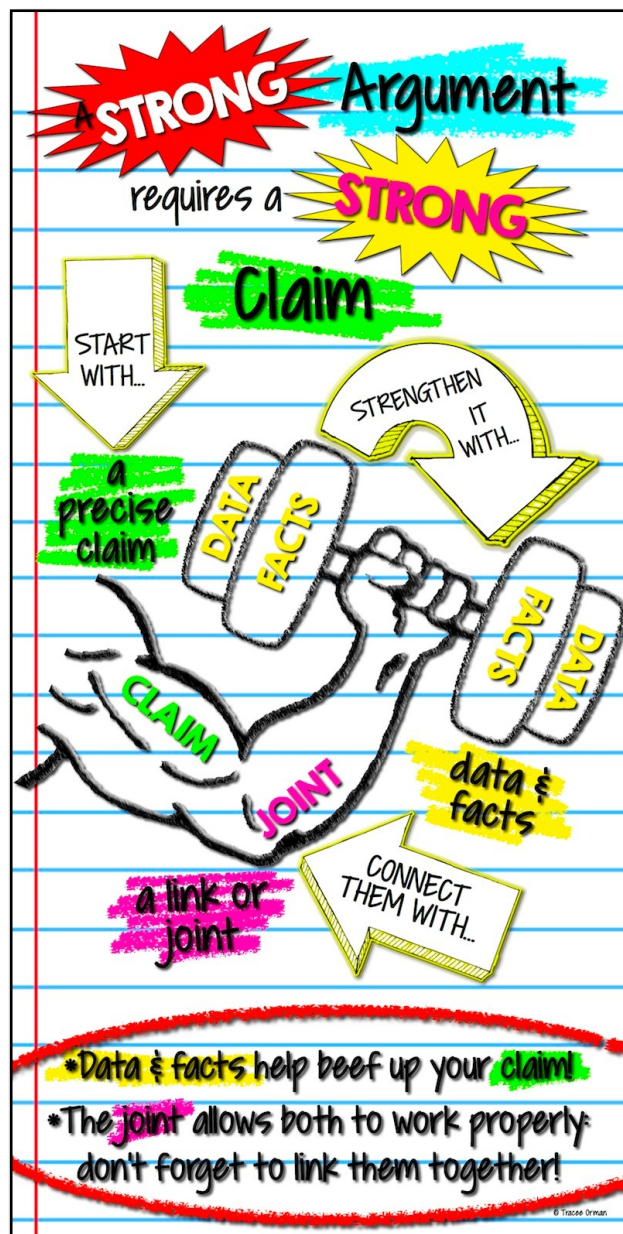
In order to write good arguments, students **MUST** start out with a solid claim. Have them evaluate their claim. Is it valid? Is it precise? How can it be improved? Allow them time to discuss their claims with their classmates and see if they can improve it. Their claims (in the pre-writing stage) can begin with an "I believe..." statement.

**A note on using "I" in arguments:** My colleagues and I have discussed this several times. While we have all been taught to avoid writing in first person in formal essays, several of the [text exemplars for the Common Core argument essay](#) demonstrate otherwise. The examples for grades 6, 7, and 12 are written in first person. There are no examples for grades 8 and 11. Only the arguments for grades 9 and 10 are written in third person. (See pages 36-107 in Appendix C.) However, in case you do not want to have your students use "I believe..." statements, I included a page that excludes that prompt.

### STRENGTHEN THEIR CLAIM

To test the strength of their claim, they need to perform the weight test: can they back it up with **data or facts (evidence)**? Believing the claim is a start; giving it weight is the next. They should come up with at least three solid **reasons** to support their claim. Have them research to see if they can find data to back up their reasons.

**Why I have them do a preliminary search early:** I have students search for facts before they have written an outline because too many times students waste class time preparing an outline with no direction. They labor over their reasons/points and when they are finally ready to research, some may find very little support for their claims. It's a time-waster. Plus, students may discover reasons they hadn't thought of in their research. This gives them time to revise their claim before they write their outline.



*Continued...*



## TEACHER'S GUIDELINES, continued

**Need data?** If students are writing about a local issue, evidence may be hard to find. But it's not hopeless. Students have access to some of the greatest research tools for gathering data. They can survey their classmates, teachers, parents, etc. Here are some FREE online tools that help:

Yarp: <http://yarp.com/>

Poll Everywhere: <http://www.polleverywhere.com/>  
(Allows you to collect responses via text messages)

Survey Monkey: <http://www.surveymonkey.com/>

Free Online Surveys: <http://freeonlinesurveys.com/>

Once they have the evidence (weight) to support their claim, they need to join (or link) the two together.

## JOINING THE CLAIM AND WEIGHTS

Students need to link their claim and weights (evidence) together so the reader can see the connection between the two. In order to do this, they should use transitions which explain *how* the evidence supports the claim, and *why* it's so important. Their **explanation** is essential: too often students restate facts they have found, leaving the reader to make his or her own inferences. In an **argument**, the writer cannot take the chance that the reader will infer the way he or she wants them to. They need to **synthesize** the information for the reader.

## PROTECT THEMSELVES BY ACKNOWLEDGING THE COUNTERCLAIMS

Students shouldn't steer away from the opposition's arguments. In fact, they should address them in their arguments. By acknowledging them, they can expose any weaknesses in the opposition's claim(s), which will make their own argument stronger.

## ADDITIONAL RESOURCES

- [Developing Strong Thesis Statement](#)
- [Argument from The Writing Center](#)

## ADDITIONAL RESOURCES FOR WRITING

### Need help finding prompts for arguments?

Ask your students which issues are most important to them. Have them brainstorm and come up with a list they can choose from for their topics.

### For older students, issues that are popular are:

- Cell phone use in school: Should it be allowed?
- Should teachers carry guns?
- Should the school day start later for teens and earlier for younger students (rather than the opposite)?
- Should teachers be “friends” with students on social networking sites such as Facebook?
- Do online students have more opportunities to cheat?
- Should internet slang, like ‘LOL’ and ‘IMHO’ be included in dictionaries?
- Should all energy drinks be banned?
- To encourage healthy eating, should higher taxes be imposed on soft drinks and junk food?
- Should drunk drivers be imprisoned on the first offense?
- All citizens should be required by law to vote.
- Students caught cheating on important exams or papers should automatically fail the course.
- Students should not be required to take physical education courses.
- Professional baseball players convicted of using performance-enhancing drugs should not be considered for induction into the Hall of Fame.

## ONLINE RESOURCES

### Purdue's Online Writing Lab (OWL):

Academic Writing: <http://owl.english.purdue.edu/owl/section/1/2/>

Establishing Arguments: <http://owl.english.purdue.edu/owl/resource/588/01/>

Research Resources: <http://owl.english.purdue.edu/owl/section/2/>



**Grades 6-12**

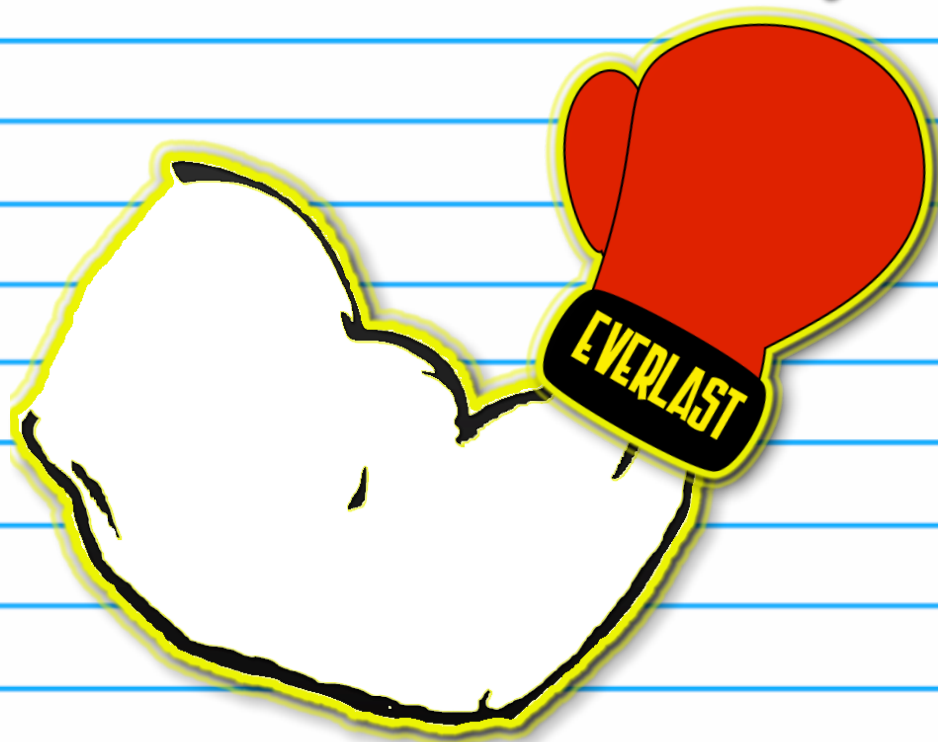
**VISUAL AIDS:  
Student's Handbook  
for Argument Writing**

**Pages 8-41**

**Post these in the room, project them for students, or print them for a resource that can be used year after year.**

A Student's Guide to

# ARGUMENT WRITING



Hit 'em with your  
**BEST SHOT!**



# Parts of an Argument Essay

1. **CLAIM:** The writer's stance, or overall argument.

2. **REASONS:** Main points that use logic or reasoning to justify the writer's claim.

3. **DATA:** Evidence (facts) that support the reasons (claim).

4. **JOINT:** The warrant or bridge that connects data to the writer's reasons and claim.

5. **COUNTERCLAIM:** A claim that disagrees with the writer's claim.  
(The opposition's stance)

6. **REBUTTAL:** Evidence that disputes or disagrees with the counterclaim.

➔ An ARGUMENT is an opinion backed by DATA.

### Parts of an Argument Essay

1. CLAIM: The writer's stance, or overall argument.
2. REASONS: Main points that use logic or reasoning to justify the writer's claim.
3. DATA: Evidence (facts) that support the reasons (claim).
4. JOINT: The warrant or bridge that connects data to the writer's reasons and claim.
5. COUNTERCLAIM: A claim that disagrees with the writer's claim. (The opposition's stance)
6. REBUTTAL: Evidence that disputes or disagrees with the counterclaim.

Therefore, your argument essay must include credible sources to back up your opinion.

★ Your CLAIM is your opinion.

★ Your REASONS help justify your claim with logic.

★ Your DATA is the evidence you find to back it up and make your claim stronger and more credible (believable).

★ Your REBUTTAL is an answer to the COUNTERCLAIM and shows you are not afraid of your opponents.

- ★ To win an ARGUMENT, make sure you start with a strong claim.
- ★ Support your claim with logical reasons and facts.
- ★ Find CREDIBLE SOURCES that agree with your claim.



# A STRONG Argument

requires a

## STRONG

## Claim

START  
WITH...

a  
precise  
claim

DATA  
FACTS

STRENGTHEN  
IT  
WITH...

FACTS  
DATA

data &  
facts

CLAIM

JOINT

a link or  
joint

CONNECT  
THEM WITH...

- \*Data & facts help beef up your claim!
- \*The joint allows both to work properly: don't forget to link them together!

# Strengthening Your Argument: REASONS

➡ Once you have your CLAIM, you'll want to break it up into REASONS.

REASONS will support your opinion for your CLAIM.

For example, let's pretend the topic is about Facebook gathering data for commercial purposes on its users.

Your claim is:

"It is wrong for Facebook to collect data on its users for financial gain."

What are the REASONS for your belief? Your initial response may be...

"It violates my privacy!"

Your opposition would say, "You agreed to this when you signed up!" making this a weak reason.

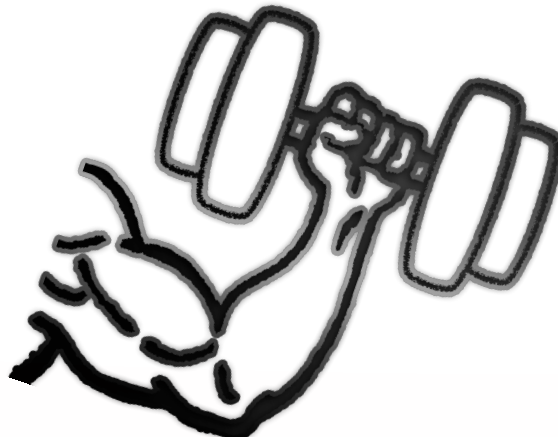
"It's creepy!"

Can you even gather facts and data on this? Probably not...

"I think it's wrong they download beacons onto our computers to gather personal information about our computer activity--not just our activity on Facebook."

Now...here's a reason that can be supported with research. THIS would be a good candidate for a MINOR CLAIM.

➡ You'll want to include at least TWO or THREE REASONS in your paper.







# THE BODY: WRITING A PARAGRAPH

## STAY FOCUSED!

Each paragraph of your body will focus on a single reason.

### Your paragraph should include:

1. A topic sentence that includes your **REASON**: this should be near the beginning of the paragraph.
2. **EVIDENCE** to support your reason: use facts and data that you have researched.
3. **EXPLANATION** that links the facts and data to your reason.
4. **TRANSITIONAL** word, phrase, or sentence to link one reason to another reason (each reason will have its own paragraph; the beginning OR the end of each paragraph should include a transition).





# THE BODY: WRITING A PARAGRAPH

## EXAMPLE PARAGRAPH (160 words; 8 sentences)

Cell phones should be banned from schools because they distract students from learning. According to Armstrong Williams, author of "Classrooms Are No Place for Cell Phones," students use their cell phones during school to "send text messages during class, browse sexual content on the Internet, cheat on tests, and even coordinate drug deals on school grounds." Williams says that all of these distractions put unnecessary stress on teachers and administrators who now have to police the use of cell phones. One text message containing answers to a unit test can invalidate an entire month of instruction. One image snapped in the locker room and posted online may have life-long consequences. These actions can occur in mere seconds; requiring teachers and administrators to monitor every student every second of the day is impossible. Yet, even if it were possible, is this what we want our teachers to focus on? They should be focused on instructing students in their academic field, not monitoring cell phone use.



# THE BODY: WRITING A PARAGRAPH

EXAMPLE PARAGRAPH (160 words; 8 sentences)

Cell phones should be banned from schools because they distract students from learning. According to Armstrong Williams, author of "Classrooms Are No Place for Cell Phones,"

REASON (topic sentence)  
Also reinforced in last sentence.

...ing school to "send text  
...al content on the Internet,  
...re drug deals on school grounds."

Williams says that all of these distractions put unnecessary stress on teachers and administrators who now have to police the use of cell phones. One text message containing answers to a unit test can invalidate an entire month of instruction. One image snapped in the locker room and posted online may have life-long consequences. These actions can occur in mere seconds; requiring teachers and administrators to monitor every student every second of the day is impossible. Yet, even if it were possible, is this what we want our teachers to focus on?

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EVIDENCE (expert quote)



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EXAMPLE PARAGRAPH (160 words; 8 sentences)

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what we want our teachers to focus on? They should be focused on instructing students in their academic field, not monitoring cell phone use.

## CITATIONS

(In-text citations of source)

Introduce your source and give him/her credibility. Use phrases like:

- According to...
- A recent study from...
- [Author's Name] says...
- In her article "School Daze," Jane Doe claims...



# THE BODY: WRITING A PARAGRAPH

## EXAMPLE PARAGRAPH (160 words; 8 sentences)

Cell phones should be banned from schools because they distract students from learning. According to Armstrong Williams, author of "Classrooms Are No Place for Cell Phones," students use their cell phones during school to "send text

EXPLANATION (links the data with the reason using logical assumptions)

equal content on the Internet, the drug deals on school grounds." Distractions put unnecessary stress on teachers and administrators who now have to police the use of cell phones. One text message containing answers to a unit test can invalidate an entire month of instruction. One image snapped in the locker room and posted online may have life-long consequences. These actions can occur in mere seconds; requiring teachers and administrators to monitor every student every second of the day is impossible. Yet, even if it were possible, is this what we want our teachers to focus on? They should be focused on instructing students in their academic field, not monitoring cell phone use.





# THE BODY: WRITING A PARAGRAPH

## EXAMPLE PARAGRAPHS

Cell phones should be banned from schools because they

**TRANSITION SENTENCE OR PHRASE**  
(links the one reason with the next reason)

These can come at the end of the previous paragraph or at the beginning of a new paragraph.

Other phrases that can be used include:

- Also...
- In addition...
- Furthermore...
- Similarly...
- Next...
- Not only...but also...
- In the same way...

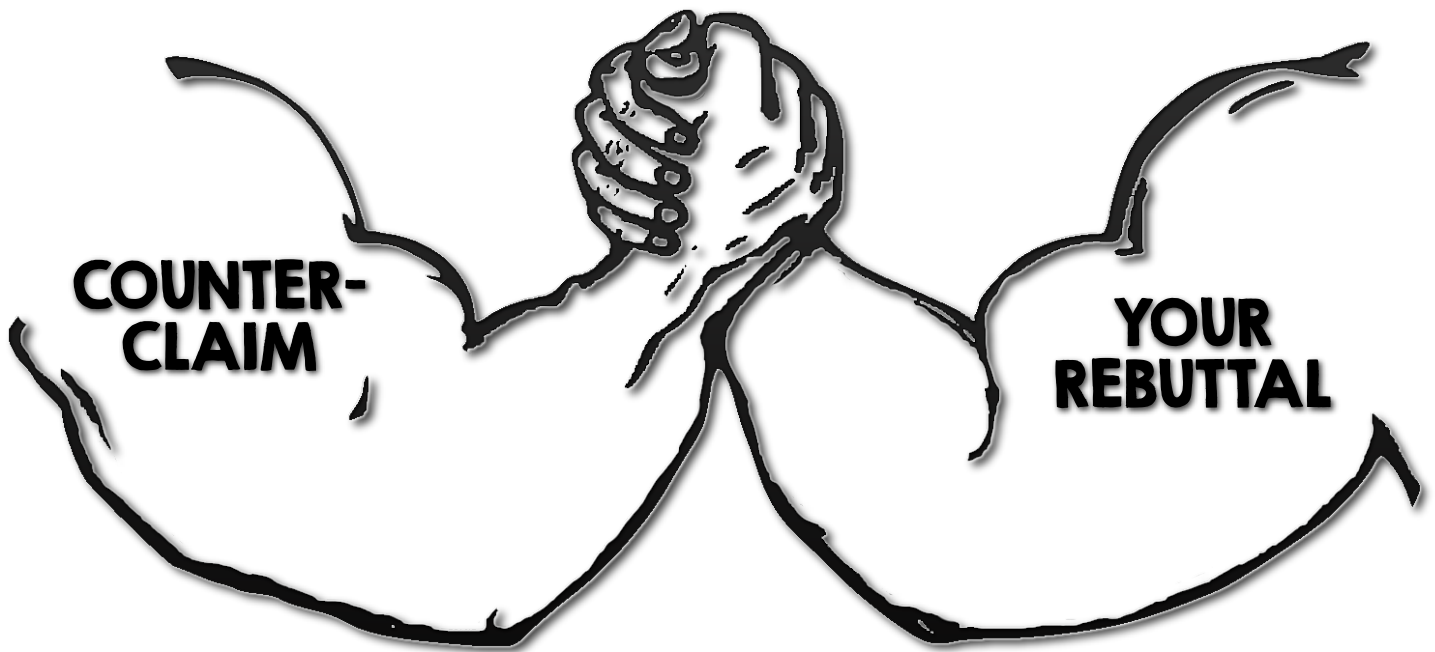
second of the day is impossible. Yet, even if it were possible, is this what we want our teachers to focus on? They should be focused on instructing students in their academic field, not monitoring cell phone use.

Teachers aren't the only ones who suffer from cell phone use in class. Other students can become easily distracted when a classmate is using his or her phone. Jane Doe, a senior at Erie High

## BUILDING YOUR ARGUMENT: ADDRESSING THE COUNTERCLAIM

Protect your CLAIM by acknowledging and addressing the opposition's COUNTERCLAIM.

Not backing down to your opponents gives you "street cred" or CREDIBILITY!



## DON'T BACK DOWN! FACE YOUR OPPONENTS WITH A **STRONG** REBUTTAL.

- **KNOW** the COUNTERCLAIM: this is the opposite, or opposing viewpoint, of your claim.
- **ADDRESS** the COUNTERCLAIM in your paper, acknowledging that there are those who disagree. This shows your readers you realize that some may disagree with you.
- **WRITE** a REBUTTAL: Prove the COUNTERCLAIM is FALSE or ineffective with your own EVIDENCE that refutes theirs. Your rebuttal is another REASON, but this time it is in direct response to your opponents. It's like the final round in an arm-wrestling competition and you have to lay down the hammer. Be STRONG!
- **USE** transition words and phrases, such as: Those who disagree say..., however, in contrast, even so, nevertheless, rather, yet, instead, but, alternatively, hence, on the other hand, except, conversely...



# THE BODY: WRITING A COUNTERCLAIM REBUTTAL PARAGRAPH

## EXAMPLE REBUTTAL (198 words; 9 sentences)

Some say that students should be allowed to have their cell phones for emergency purposes. Peter Brosnan, author of "Smart Phones, Smart Kids" says, "...many parents and students rely on cell phones to keep in touch in case plans change after school." It is true that cell phones are useful for staying in touch, but students can communicate with their parents in many other non-disruptive ways. Today's schools are equipped with computers and internet access, so a student can send an email or a text message through many different websites, including the cell phone provider's website (Aune I). If internet access is a problem, every school is equipped with a phone and will allow students to call in emergencies. Some schools even send out alerts automatically to parents. "If our game is cancelled due to weather or anything else changes in our schedule, our administration sends a notice to all parents immediately. Oftentimes they find out before the students," Erie athletic director Brian Howell says. Parents and students have survived without being able to communicate through cell phones for over a hundred years and they will continue to survive without the use of them in the classroom.





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COUNTERCLAIM IS  
ACKNOWLEDGED

parents in many other non-  
schools are equipped with computers and  
can send an email or a text message  
through many different websites, including the cell phone  
provider's website (Aune I). If internet access is a problem, every  
school is equipped with a phone and will allow students to call in  
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continue to survive without the use of them in the classroom.



# THE BODY: WRITING A COUNTERCLAIM REBUTTAL PARAGRAPH

## EXAMPLE REBUTTAL (198 words; 9 sentences)

COUNTERCLAIM is REBUTTED...

their cell  
r of "Smart

Use  
transition  
words (like  
"but") to  
indicate you  
are about  
to prove  
their point  
WRONG.

Phones, Smart Kids" says, "...many parents and students rely on cell phones to keep in touch in case plans change after school." It is true that cell phones are useful for staying in touch, but students can communicate with their parents in many other non-disruptive ways. Today's schools are equipped with computers and internet access, so a student can send an email or a text message through many different websites, including the cell phone provider's website (Aune 1). If internet access is a problem, every school is equipped with a phone and will allow students to call in emergencies. Some schools even send out alerts automatically to parents. "If our game is cancelled due to weather or anything else changes in our schedule, our administration sends a notice to all parents immediately. Oftentimes they find out before the students," Erie athletic director Brian Howell says. Parents and students have survived without being able to communicate through cell phones for over a hundred years. ...and EXPLAINED using EVIDENCE



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Some say that students should be allowed to have their cell phones for emergency purposes. Peter Brosnan, author of "Smart Phones, Smart Kids" says, "...many parents and students rely on cell phones to keep in touch in case plans change after school." It is true that cell phones are useful for staying in touch, but students can communicate with their parents in many other non-disruptive ways. Today's schools are equipped with computers and internet access, so a student can send an email or a text message through many different websites, including the cell phone

End the paragraph with a statement that proves your logic over your opposition's logic.

access is a problem, every school that allows cell phone access is a problem, every school that allows students to call in and out alerts automatically to parents. "If our game is cancelled due to weather or anything else changes in our schedule, our administration sends a notice to all parents immediately. Oftentimes they find out before the students," Erie athletic director Brian Howell says. Parents and students have survived without being able to communicate through cell phones for over a hundred years and they will continue to survive without the use of them in the classroom.



## BUILDING YOUR ARGUMENT: ADDRESSING THE COUNTERCLAIM

### YOUR REBUTTAL SHOULD INCLUDE:

#### ACKNOWLEDGEMENT OF THE COUNTERCLAIM

Begin your paragraph with a phrase such as:



"Some say..."

"Opponents will argue..."

"Those who disagree believe..."

#### EVIDENCE TO SUPPORT YOUR REBUTTAL



- Quotes from experts
- Data that disputes your opposition
- Alternatives to the opposition's claim

#### TRANSITION WORD INDICATORS

Let the reader know you are disputing a counterclaim with words like:



alternatively, but, conversely,

even so, except, however,

instead, nevertheless,

on the other hand, rather, though, yet

## BUILDING YOUR ARGUMENT: ADDRESSING THE COUNTERCLAIM

### EXAMPLE ACKNOWLEDGEMENTS, REBUTTALS, & TRANSITIONS

Prompt: Will the increased use of texting language destroy the English language?  
(writer arguing the negative.)

Opponents will argue that using texting language carries over to academic writing. However, linguistics expert Susana Sotillo says, "...going back and forth between texting and traditional language expands kids' vocabulary" (Barseghian). Furthermore, it comes natural for a teenager to switch between texting and formal writing.

Prompt: Should the minimum wage be increased?  
(Writer arguing the affirmative.)

Those who disagree with raising the minimum wage worry that small businesses will close because they will not be able to pay their employees. Studies show the contrary, though. While some business owners will initially lose profit, the gain will come when the lower-wage workers—who are more likely to increase their spending with a higher income—put \$31 billion right back into the economy (Cooper). Not only will this boost many businesses with increased sales, it will reduce the need for higher taxes as more states will benefit naturally from increased income tax revenue.

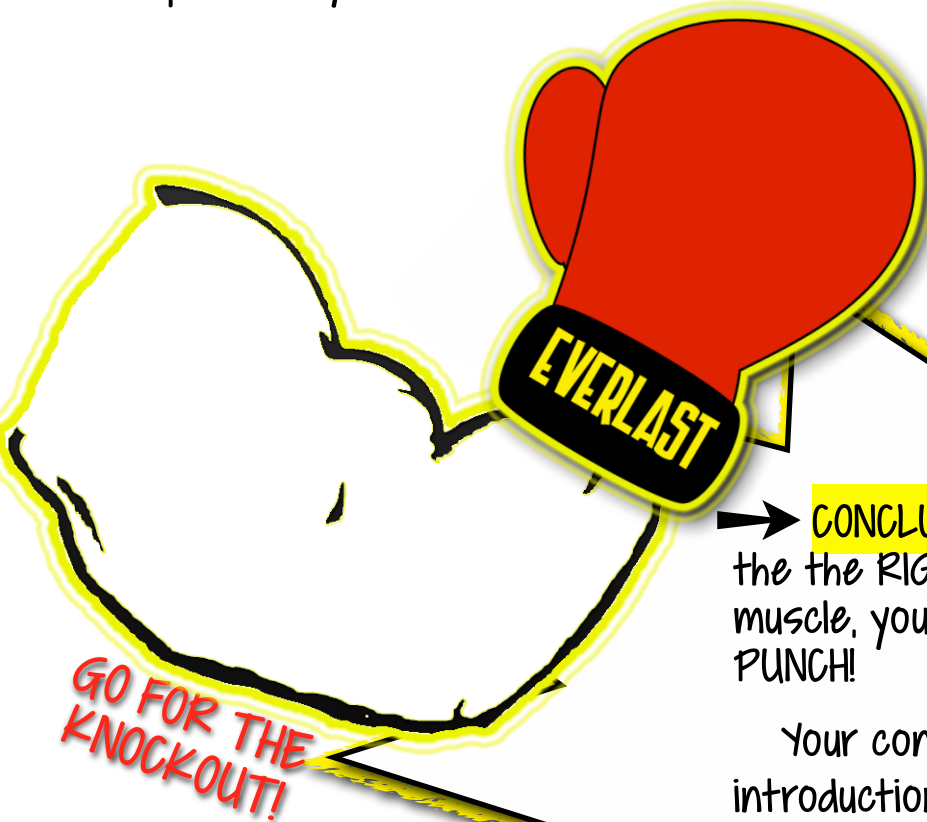
Prompt: Do violent video games cause increased aggression in players?  
(Writer arguing the negative.)

Some claim that studies, such as a 2010 report researched at Iowa State University by Craig Anderson, prove that violent video games cause more aggressive behavior in users ("Time to Talk Gun Control"). Yet, those studies fail to factor in other variables such as family violence, peer rejection, and the mental health of the users. All of those elements have been proven to cause increased aggression in individuals (Ferguson). In addition, the studies have only evaluated individuals for short periods of time (Keim). Without factoring in the other variables—along with repeated use of violent video games over longer periods of time—it's impossible to pinpoint a single cause for hostility in individuals.

# WRITING YOUR INTRODUCTION & CONCLUSION

Write your introduction and conclusion last. Often these are the hardest to write, but they become easier after you've finished the body of your paper.

➔ **INTRODUCTION** - THE RIGHT HOOK, then FLEX IT! Your introduction needs to grab the reader's attention, so FLEX that muscle! It should include an attention-getting "right" hook, a transition into a statement pointing out the significance/importance of your topic, then your claim (thesis statement).



➔ **CONCLUSION** - If your introduction was the the RIGHT HOOK and FLEX of your muscle, your conclusion is the KNOCKOUT PUNCH!

Your conclusion should tie-in with your introduction, remind the reader of your stance, then give the reader something to think about long after they stop reading. Remember, you are trying to WIN this argument, so don't hold back!



# THE "RIGHT" HOOK

Grab your readers attention!

Use one of these techniques for your opening hook:

- A surprising fact or statistic
- Rhetorical question
  - Anecdote
- Sensory details describing a scene or situation
- Introduce a dilemma
  - A quote

Include a transition sentence after your hook that leads into your CLAIM (thesis statement).



# THE INTRODUCTION

## EXAMPLE INTRODUCTION PARAGRAPH

(105 words; 8 sentences)

Imagine sitting in class taking your final exit exam for high school. Your future depends on the results of this test. You feel confident until you hear a buzzing noise next to you. A student in the desk beside yours pulls out their cell phone and begins texting right in the middle of class. You lose focus, wondering if you should tell the teacher or just ignore it? This situation is all too familiar in today's high schools. Students using cell phones have become a great distraction in classrooms, causing tension for both teachers and students. Therefore, cell phones should be banned from the classroom.



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today's high schools. Students using cell phones as a great distraction in classrooms, causing students to lose focus. Therefore, cell phones should be banned from the classroom.

### THE HOOK

This student example describes a situation from the classroom.



# THE INTRODUCTION

## EXAMPLE INTRODUCTION PARAGRAPH

(105 words; 8 sentences)

### THE TRANSITION

Linking the HOOK to the CLAIM.

Imagine sitting in class taking your final exit exam for high school. You are nervous about the results of this test. You feel nervous. A student next to you is making a lot of noise. A student in the back of the class is using their cell phone and begins texting right in the middle of class. You lose focus, wondering if you should tell the teacher or just ignore it. This situation is all too familiar in today's high schools. Students using cell phones have become a great distraction in classrooms, causing tension for both teachers and students. Therefore, cell phones should be banned from the classroom.





# THE INTRODUCTION

## EXAMPLE INTRODUCTION PARAGRAPH

(105 words; 8 sentences)

Imagine sitting in class taking your final exit exam for high school. Your future depends on the results of this test. You feel confident until you hear a buzzing noise next to you. A student in the desk beside yours pulls out their phone and starts texting right in the middle of class. You look at the phone, but you don't tell the teacher or just ignore it. This is a common problem in today's high schools. Students using cell phones have become a great distraction in classrooms, causing tension for both teachers and students. Therefore, cell phones should be banned from the classroom.

THE CLAIM

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ould  
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# THE INTRODUCTION

## ADDITIONAL STUDENT EXAMPLES

### Topic: Texting and driving

In 2012 more people were injured from texting and driving than drinking and driving (Distraction.gov). Despite this fact the average fine for texting and driving in the United States is only \$100 (motherjones.com). Because of these lax punishments, many drivers continue to read or write texts while behind the wheel. This means that every day thousands of people are at risk due to a driver's carelessness. Raising this fine to match the drunk driving fine would give drivers an incentive to resist looking at their phones while operating a vehicle and will greatly reduce their chances of getting into an accident.

### Topic: Internet Filters

Have you ever been researching a topic for class but couldn't access any of the websites because they were blocked? Many students are experiencing difficulties completing their homework because of the school's internet filters. It is time for our administration to trust us and drop the security on our internet access.

# THE KNOCKOUT PUNCH!

Write a conclusion your reader won't forget.

Your conclusion is your last chance to make an impact on your reader. Forget about restating your reasons! That's boring and repetitive. Instead, remind your reader WHY your claim is ESSENTIAL or IMPORTANT.

The most effective conclusions circle back to the hook:

- If you asked a rhetorical question, give the reader an answer that supports your claim.
- If you gave an shocking fact, tell the reader the consequences if your claim is not followed through.
- Offer a solution to the problem or an alternative plan or system.
- Give your reader something to think about.
- End with a powerful quote from an expert that you haven't used yet.

# EVERLAST



# THE CONCLUSION

## EXAMPLE CONCLUSION PARAGRAPH

(108 words; 8 sentences)

You're back in the classroom and the buzzing of your classmate's cell phone hasn't let up. Is she receiving answers for the exam? Sending images of her own test for the next class period? You've had enough, but don't want to be labeled as a narc. Essentially, students shouldn't have to worry about classroom distractions and teachers aren't paid to be cell-phone police. The purpose of school is to learn; so when electronic devices like cell phones prohibit learning, something must be done. A simple solution of banning cell phones in the classroom would eliminate this difficult situation. Let's make learning easier for the students, not harder.





# THE CONCLUSION

## EXAMPLE CONCLUSION PARAGRAPH

(108 words; 8 sentences)

You're back in the classroom and the buzzing of your classmate's cell phone hasn't let up. Is she receiving answers for the exam? Sending images of her own test for the next class period? You've had enough, but don't want to be labeled as a

narc. Essentially, students shouldn't have to worry about classroom distractions and teachers aren't paid to be cell-phone police. The purpose of school is to learn, and devices like cell phones prohibit learning. A simple solution of banning cell phones would eliminate this difficult situation. Learning is harder for the students, not harder.

TIES BACK  
TO THE HOOK



# THE CONCLUSION

## EXAMPLE CONCLUSION PARAGRAPH

(108 words; 8 sentences)

### TRANSITIONS INTO CLAIM

classroom and the buzzing of your phone hasn't let up. Is she receiving answers for the images of her own test for the next class period? You've had enough, but don't want to be labeled as a narc. Essentially, students shouldn't have to worry about classroom distractions and teachers aren't paid to be cell-phone police. The purpose of school is to learn; so when electronic devices like cell phones prohibit learning, something must be done. A simple solution of banning cell phones in the classroom would eliminate this difficult situation. Let's make learning easier for the students, not harder.



# THE CONCLUSION

## EXAMPLE CONCLUSION PARAGRAPH

(108 words; 8 sentences)

You're back in the classroom and the buzzing of your classmate's cell phone hasn't let up. Is she receiving answers for the exam? Could this be the last test for the next class period? You want to be labeled as a narc. Essentially, we have to worry about classroom discipline. We aren't paid to be cell-phone police. The purpose of school is to learn; so when electronic devices like cell phones prohibit learning, something must be done. A simple solution of banning cell phones in the classroom would eliminate this difficult situation. Let's make learning easier for the students, not harder.

**REINFORCING  
THE CLAIM**



# THE CONCLUSION

## EXAMPLE CONCLUSION PARAGRAPH

(108 words; 8 sentences)

You're back in the classroom and the buzzing of your classmate's cell phone hasn't let up. Is she receiving answers for the exam? Sending images of her own test for the next class period? You've had enough, but don't want to be labeled as a

### SOMETHING TO THINK ABOUT

...n't have to worry about  
...aren't paid to be cell-phone  
...earn; so when electronic devices  
...something must be done. A  
simple solution of banning cell phones in the classroom would  
eliminate this difficult situation. **Let's make learning easier for  
the students, not harder.**



# FIND EXEMPLAR TEXTS

in the Common Core State  
Standards Appendix C



Grade 6: Pages 36-39

Grade 7: Pages 40-41

Grade 9: Pages 57-58

Grade 10: Pages 65-67

Grade 12: Pages 76-79



ALWAYS  
CITE YOUR  
SOURCES!

Ask your teacher which type  
of documentation is preferred  
for this assignment.



# ALWAYS CITE YOUR SOURCES!

RECORD THE FOLLOWING INFORMATION FOR EACH SOURCE YOU FIND, IN THIS ORDER:

1. Author's FIRST and LAST NAME (and Editor, if applicable)
2. Article "Title" (use quotation marks)
3. Title of *WEBSITE*, *BOOK*, or *PROJECT* in italics
4. Any versions, volumes, editions, posting dates, or issue dates
5. Publisher information (Name and publishing date); use *n.p.* for no publisher and *n.d.* for no published date.
6. Page numbers; use *n. pag.* for no page number
7. Medium of publication, such as *Web*, *Print*, or *Personal interview*
8. Date of access (the date you found the information - this is for online sources only)

## HELPFUL WEBSITES FOR CITING SOURCES:

- Purdue OWL for MLA: <https://owl.english.purdue.edu/owl/resource/747/01/>
- Purdue OWL for APA: <https://owl.english.purdue.edu/owl/section/2/10/>
- Purdue OWL for Chicago Style: <https://owl.english.purdue.edu/owl/resource/717/01/>
- Citation Machine: <http://citationmachine.net>
- Online Citation Generator "Easy Bib": <http://www.easybib.com/>
- Online Citation Generator "Bib Me": <http://www.bibme.org/>
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# Common Core Resources You Might Like...

**common core**

**Resources**

**FOR EVERY content Area**  
**grades 6, 7, 8**

**common core**

**Resources**

**FOR EVERY content Area**  
**grades 9-12**

*The Ultimate*  
**Common Core**  
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A bundle of lessons and creative activities for teaching poetry  
By Tracee Orman



# A STRONG Argument

requires a

## STRONG

## Claim

START WITH...

a precise claim

STRENGTHEN IT WITH...

DATA  
FACTS

FACTS  
DATA

data & facts

CLAIM

JOINT

a link or joint

CONNECT THEM WITH...

\*Data & facts help beef up your claim!

\*The joint allows both to work properly; don't forget to link them together!

# Common Core ARGUMENT WRITING

## Grades 6-12

Created by Tracee Orman

