ARGUMENTATIVE Essay

STEP-BY-STEP

Complete Writing Unit

Joy Sexton

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Teacher Guidelines for Using this Resource

You will want to copy most of the student pages *back to back*.
Here are the page titles and PDF slide numbers:

Slide 3 - Teacher Guidelines page 1
Slide 4 - Teacher Guidelines page 2
Slide 5 - Teacher Guidelines page 3 and Common Core Standards
Slide 6 - Argumentative Essay – Assignment Page with Structure *(front)*
Slide 7 - Topic Choices *(back)* **Editable version in separate PowerPoint format
Slide 8 - Internet Research *(front)*
Slide 9 - Internet Research page 2 *(back)*
Slide 10 - Pre-Writing Organizer *(front)*
Slide 11 - Pre-Writing Organizer page 2 *(back)*
Slide 12 - Writing an Introduction *(front)*
Slide 13 - Student Examples of an Introduction *(back)*
Slide 14 - Writing Body Paragraphs *(front)*
Slide 15 - Writing Body Paragraphs page 2 *(back)*
Slide 16 - Writing the Counterclaim *(front)*
Slide 17 - Writing the Conclusion *(back)*
Slide 18 – Writing the Works Cited
Slide 19 - Mentor Text "Red Light Cameras Save Lives" *(front)*
Slide 20 - Mentor Text page 2 *(back)*
Slide 21 - Writing Tips
Slide 22 -Student Self-Evaluation Checklist

Slide 23 - Explanation of **Amended pages for 6th grade** (no Counterclaim)
Slide 24 - 6th grade Amended Cover Page with Structure
Slide 25 - 6th grade Amended page 2 of Pre-Writing Organizer
Slide 26 - 6th grade Amended Body Paragraph 3
Slide 27 - 6th grade Amended Mentor Text
Slide 28 - 6th grade Amended Mentor Text page 2
Slide 29 - 6th grade Amended Student Self-Evaluation Checklist

Steps to follow for using this resource:

1. Discuss "argument" with the students. Have they had to present their "side" of an issue at home with their parents? Remind them that when they state their "argument," or their side of the issue, they need to have their reasons ready to support what they are saying. Tell them that when we write, we call our "side" a claim. For example, if you claim that you should be able to stay out until midnight on Saturday night, you need to have reasons.

2. It also helps to start with students reading and discussing an argumentative piece. *Scholastic Scope* is an excellent source for these types of articles, and they can be found online.

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3. Tell students that they will be writing an argumentative essay about an issue present in our world today. Start with the first page of the resource, back to back (Argumentative Essay and Topic Choices). After reading through these pages, students should be encouraged to choose a topic as soon as possible. At this point, I usually stop and let them sleep on it and have their topic choices ready for the next class. They may suggest a topic of their own pending teacher approval.
*** NOTE: I have added an Editable Topic Choices page in a separate PowerPoint format if you would like to change any of the suggested topics. Make changes inside the individual topic choices boxes.

4. Next class, students commit to a topic and we do Internet research just for one class period, using the Internet Research pages. If they Google their topic with the word *statistics*, they will get the sites they need and should be encouraged to READ information first and choose the best statistics that go along with their own beliefs/reasons. (I require two sources, but if a struggling student finds one good source, I leave flexibility to differentiate.) The point of doing the research before they write down their own "reasons" on the graphic organizer is they are able to *learn more* about their topic. That enables them to formulate their own three reasons easier than to just sit and think of three reasons with no reading on the topic (I have learned this from experience.) As noted on the student pages, it is handy to use BibMe.com for creating instant citations to cut and paste to a Word document. Students create a Works Cited page in the process!

5. Next, pass out the Pre-Writing Organizer. Tell students that they will now create the planning pages for their essay. They are to follow all the prompts to supply key information they will include in their essay. They may add bullets to list multiple details. You may need to talk a little about a counterclaim and offer an example or two. They will see an example on the "Writing the Counterclaim" page, but at this point we're not ready to draft. Just prompt them, "What is an opinion someone else might have about your topic that is different from your opinion?" Then ask, "And why might they believe that?" Then say, "That would be the counterclaim. You bring up an alternate viewpoint to show that others may have a differing opinion. But then you get to prove them wrong by attacking their argument and showing that your viewpoint is really the correct one." (If you are teaching 6th grade, here's when you go to the amended pages. You don't need to include the counterclaim.)

6. Tell students they are about to begin drafting their essays, but first they will want to take a look at some Writing Tips to guide them. Pass out the Writing Tips and go over.

7. Start with Writing an Introduction along with Student Examples of an Introduction. Then, Writing Body Paragraphs, Writing the Counterclaim, and Writing the Conclusion all flow in sequence as students use the provided templates to guide their writing. It will be helpful to show students the Mentor Text during this process. I like to have them read it at the time we draft our Body Paragraphs, and then examine it again later when students are asked to revise and edit.

8. Since the rough draft is written directly on the template, I do not have students write it again on notebook paper. They will type the essay directly from the writing templates. However, I do ask them to carefully read their sentences and with a red pen in hand, edit and revise. I usually keep a box of red pens for them to borrow from, and after this step is done, they show their drafts to me and I okay them to begin typing. First, however, make sure that all students cite their websites on a Works Cited page. Pass out Writing the Works Cited and have students work from their Internet Research pages to complete the Works Cited. Students who created a Word document when using BibMe need only pull it up, title it *Works Cited*, and alphabetize the entries.

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9. When students have typed their essays, I have them again print them out and edit with a red pen to detect typos and fix them. Then they pick up a Student Self-Evaluation Checklist (which we go over in class) to work on, which gets turned in clipped to the essay.

10. I usually have students turn in their research notes and their organizer along with their final essay and checklist. I also like to do a "spot check" of their process work (20 points for completing the draft templates, etc.) during the process days. That way, students get some credit for staying on track during the different steps of the assignment. You can use the Argumentative Essay Writing Rubric as a summative assessment tool. I have left it so you can assign points or a holistic grade.

6th-grade Teachers OR Non-Common Core:

As you know, the Common Core Standards do not include a counterclaim for 6th grade, so if you do not want to teach that for this essay, I have created substitute pages for you. Please look at the Table of Contents on the first page of the Teacher Guidelines below the dotted line. If you exchange each of these pages with the original, you will see that you'll have a 5-paragraph Argumentative Essay without the counterclaim. Your third body paragraph will consist of a third reason to support the main claim. The Mentor Text has also been amended to follow this same format.

Common Core Standards embedded in this Resource:

W 6.1, 7.1, 8.1, 9.1 Write arguments to support claims with clear reasons and relevant evidence - Includes sub-categories **a, b, c, d**, **and e** for each grade level

Differentiation:

- Topic Choices provided
- Opportunity for student to work with a topic he/she has come up with based on personal interests or beliefs
- Online research allows students to select texts at their level
- Graphic organizers and writing templates break down the tasks and scaffold the instruction

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Name_____ Class_____

Argumentative Essay

In an argumentative essay, a writer presents a ***main claim*** *(your opinion or position) about a topic or issue, and then supports that claim with* ***reasons*** *and* ***evidence.***

You will be choosing a topic or issue present in our world today that you have opinions and ideas about. In a ***five-paragraph essay****, you will discuss the issue by stating your position along with your reasons and supporting evidence. We will conduct Internet research so that you may provide important facts or statistics in your argument.*

An Argumentative Essay follows this structure:

Paragraph 1

INTRODUCTION
(includes an attention-grabber and main claim)

Paragraph 2

FIRST REASON
with supporting examples and statistics

Paragraph 3

SECOND REASON
with supporting examples and statistics

Paragraph 4

COUNTERCLAIM
(a viewpoint different from yours)
and your attack of the counterclaim

Paragraph 5

CONCLUSION
(main claim restated and ideas "summed up")

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TOPIC Choices

Is there an issue that affects young people that you are concerned about? If you would like to choose a topic of your own for your essay, list it on the lines below. Otherwise, choose a topic from the list that you have an opinion about for your essay. Remember that we will be conducting research to gain examples and statistics.

NOTE: *You must have teacher approval if you choose your own topic.*

Teen Smoking – Is it okay for teens to smoke if they want to, or should there be stricter laws to keep cigarettes out of their reach?

Internet Dangers – Do teens need to be careful on the Internet, Facebook, etc., or is there nothing to worry about?

Fast Food – Should we limit eating fast food because it negatively impacts our health or is it harmless? Should it be available in schools?

Homework – Is homework necessary and important for learning or is it mainly a burden for students? Should homework be banned?

Bullying – How do you feel about bullies and bullying? Are people making too much of it, or is it a terrible problem that must be stopped?

Illegal Immigrants – How do you feel about the illegal immigrants who are living and working in the U.S.? Do they have a right to stay here?

Death Penalty – Do you believe criminals should be put to death for the most serious crimes, or is killing wrong in any circumstance?

Endangered Species – Do we need to protect our endangered species or will these animals be okay on their own without special laws?

Performance Enhancers – Should athletes who use steroids or other drugs to enhance their strength be subjected to harsh punishment?

Violent Video Games – Should they be banned? Are they affecting people in negative ways or are they harmless?

Vicious Pets– Should animals that can be vicious, such as pit bulls or snakes, be banned as pets?

Hunting– Is it okay for hunters to shoot deer and other animals, or is it a cruel practice that should be outlawed?

My Topic Choice: _____

Teacher Approval (if needed) _____

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Name_____ Class_____

Argumentative Essay

Internet RESEARCH

My topic is: _____

In order to get familiar with your topic and include a few current statistics or facts to support your claims, conduct a **Google search**. Type the word STATISTICS next to your topic to narrow down your search.

As you browse articles,

- ✓ Write down only the important facts and details that seem to support your own opinions
- ✓ Do not copy entire sentences, but instead, jot down key information in short phrases
- ✓ Locate and record the citation information in the box below your notes

---

URL OF WEB SITE #1: _____

- _____

  _____
- _____

  _____
- _____

  _____

INFORMATION I WILL NEED TO CITE THIS WEBSITE:

Author of website (if given): _____

Title of the page: _____

Title of the Website: _____

Publisher and date published (If available --look at bottom of website) _____

_____

Website's URL (usually starts with www):_____

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URL of Web Site #2: _____

- _____
  _____
- _____
  _____
- _____
  _____

Information I will need to cite this website:

Author of website (if given): _____

Title of the page: _____

Title of the Website: _____

Publisher and date published (If available --look at bottom of website) _____

_____

Website's URL (usually starts with www):_____

NOTE: If you are going to use a web-generated citation site such as BibMe or EasyBib, simply cut and paste the finished citation to a Word document and save it as your Works Cited page. If you do, you will not need to write down the citation information in the provided boxes on these pages.

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Name_____ Class_____

Argumentative Essay

Pre-Writing Organizer

Paragraph 1 - **INTRODUCTION** - State your main claim here (what you believe about your topic):

Paragraph 2
REASON #1:

Supporting Evidence:

Supporting Evidence:

Paragraph 3
REASON #2:

Supporting Evidence:

Supporting Evidence:

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Paragraph 4

COUNTERCLAIM:

(an opposing viewpoint)

My **ATTACK** of Counterclaim:

Paragraph 5 – **CONCLUSION –** Re-state your main claim and summarize your reasons. Begin with a concluding transition.

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Name_____ Class_____

Argumentative Essay

Writing the INTRODUCTION

For your introduction, you will need to begin with an **attention grabber**, and then go on to state the **main claim** of your essay.

Drafting your 2-sentence ATTENTION GRABBER

To hook your reader, you'll need to start with something vivid. You can

- ❑ **Use a surprising fact or statistic from your research**
  Ex.: *Every day, at least 11 teenagers lose their lives because of texting while driving.*
- ❑ **Invite the reader to imagine or picture a certain situation**
  Ex.: *Imagine being terrified of getting on the bus each morning because there are bullies waiting to harass you at school.*
- ❑ **Ask a thought-provoking question** (Stay away from *"Have you ever . . .?*)
  Ex.: *Why would anyone smoke cigarettes where others could breathe in that disgusting second-hand smoke?*

ATTENTION GRABBER Sentence #1:

_____

_____

Next, you will need to add a **second sentence** that says a little more about what you said in the first sentence. (Adds more elaboration)

ATTENTION GRABBER Sentence #2:

_____

_____

Finally, you will state your **MAIN CLAIM** in a clear and complete sentence.

_____

_____

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Student Examples of an INTRODUCTION

1 First sentence invites the reader to imagine a certain situation

2 Second sentence adds a surprising statistic to say more about the first sentence

Imagine choosing to severely damage one of your vital organs at an early age in life. That's exactly what teen smokers are doing because 80% of all smokers started when they were under the age of 18! Cigarette smoking is a detrimental habit that leads to a multitude of unnecessary health problems.

3 Main claim is stated in the last sentence

---

1 First sentence uses a surprising statistic

2 The writer discusses the statistic further in second sentence

Music sales have dropped by a whopping 47% since Napster began online and people started downloading music illegally. That's almost half the amount of money the artists and music industry employees used to get for their efforts! Downloading music illegally is tempting, but it is a form of stealing a musician's work and therefore wrong.

3 Main claim is stated in the last sentence

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Name_____ Class_____

Argumentative Essay

Writing BODY PARAGRAPHS

Use your **Pre-Writing Organizer** as you draft your Body paragraphs.

PARAGRAPH 2

TOPIC SENTENCE – In a complete sentence, state your REASON.

_____

_____

SUPPORTING EVIDENCE #1 – Express an example, fact, or statistic to support your reason.

_____

_____

_____

ADDITIONAL DETAIL - Add an addition detail to explain this example, fact, or statistic.

_____

_____

SUPPORTING EVIDENCE #2 – Use a *transition* and then state another example, fact, or statistic to support your reason.

_____

_____

_____

ADDITIONAL DETAIL - Add an addition detail to explain this example, fact, or statistic.

_____

_____

CONCLUDING SENTENCE – Sum up what you have said about your reason.

_____

_____

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PARAGRAPH 3

TOPIC SENTENCE – In a complete sentence, state your **second** REASON.

_____

_____

SUPPORTING EVIDENCE #1 – Express an example, fact, or statistic to support your reason.

_____

_____

_____

ADDITIONAL DETAIL - Add an addition detail to explain this example, fact, or statistic.

_____

_____

SUPPORTING EVIDENCE #2 – Use a *transition* and then state another example, fact, or statistic to support your reason.

_____

_____

_____

ADDITIONAL DETAIL - Add an addition detail to explain this example, fact, or statistic.

_____

_____

CONCLUDING SENTENCE – Sum up what you have said about your reason.

_____

_____

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Name_____ Class_____

Argumentative Essay

Writing the COUNTERCLAIM

The **counterclaim** allows your reader to see that you have considered both sides of the argument. First, state the possible opposing viewpoint, and then attack that viewpoint by showing why it is incorrect.

COUNTERCLAIM – Write a sentence that states the opposing viewpoint:

_____

_____

ADDITIONAL DETAIL – Add an additional detail that helps describe the counterclaim:

_____

_____

ATTACK OF COUNTERCLAIM – Explain why counterclaim is wrong:

_____

_____

CONCLUDING SENTENCE – Add a closing sentence that strongly shows **your side** as the more logical argument:

_____

_____

Example of a "Counterclaim" Paragraph

Some teens think that their parents should not have any say in how much "screen time" they get with their electronic devices. They see so many kids on their phones that to them, it's become "the" thing to do all the time. But it's important for teens to actually interact with people and take part in activities that aren't just through an electronic device! Despite the fact that kids everywhere seems to be glued to their phones, parents need to limit screen time so their kids can stay active.

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Name_____ Class_____

Writing the CONCLUSION

Your **concluding paragraph** will bring your essay to a close and emphasize your most important, overall ideas.

To write SENTENCE #1:

Begin your paragraph with a *concluding transition*, such as

- ❑ Therefore,
- ❑ Overall
- ❑ All in all,
- ❑ Unquestionably,
- ❑ Undoubtedly,

AND . . .

State your **main claim** again, but try to use different wording than you did when you stated it in your introduction.

SENTENCE #1:

_____

_____

_____

SENTENCE #2: "Sum up" some of the strongest evidence you've used in the essay. (*Do not mention every one of your reasons, just bring up the ones you feel were your strongest.)*

_____

_____

_____

SENTENCE #3: Add one more **final, convincing statement!**

_____

_____

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Name_____ Class_____

Argumentative Essay

Writing the WORKS CITED

When we takes notes from sources, we must give credit to those sources on a "Works Cited" section or page.

To properly cite **an Internet web site**, you will list the information you have in this order:

SAMPLE FORMAT

Author of web site Last name, first name. "Title of the page." *Title of the web site*. Publisher, date published , URL starting with www.

NOTE:

- If the author is not given, skip and go on to the next requirement.
- If the publisher is not given (look at bottom of web page), leave that part of the citation out.
- If the publishing date is not given, skip and go on to the URL.
- Entries should be listed in **alphabetical order**

SAMPLE ENTRIES

Ghose, Tia. "Energy Drinks Can Be Deadly for Young Children." *LiveScience*, Purch, 16 Nov. 2014, www.livescience.com/48765-energy-drinks-side-effects.

"How Dangerous is Hunting, Really?" *Interstate Sportsman*, www.interstatesportsman.com/articles/how-dangerous-is-hunting-really.

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Mentor Text

Red-Light Cameras Save Lives

Picture yourself in the car with your family headed to your favorite restaurant. Suddenly, someone runs a red light and smacks into your vehicle! Innocent people are being killed or injured every day because impatient drivers are ignoring the yellow caution lights and driving through the red ones. Installing red-light cameras to impose fines for these drivers is an effective way to reduce accidents.

Red-light cameras are a good idea because less people are actually getting in accidents in cities where they have been installed. For example, in the U.S. there were 201 less deaths from red-light crashes in 2011 than there were in 2007. The cameras had not been used in 2007 or before, but their use had been increased greatly by 2011. Additionally, an extensive study in Texas showed a drop in accidents at red light intersections with cameras. Ten cities there had a 24% decrease in drivers running red lights hitting innocent drivers who had green lights. The red-light camera detection system is a valuable tool to reduce crashes and therefore injuries and fatalities.

Having the cameras in place also motivates drivers to slow down and stop because they fear getting tickets and having to pay fines. According to a study by the Institute of Transportation Engineers, in just one year alone with the cameras installed, tickets decreased by about 68% in San Francisco. In Los Angeles, results were even better with a decrease of 92%. On the other hand, when the cameras were removed in Virginia Beach, within just a few months the number of violations tripled! These drivers knew they were no longer being watched, and it obviously made a difference. The red light cameras definitely influence drivers' decisions because no one wants to pay a traffic ticket.

Some drivers feel that the red-light cameras are just another way that their city is trying to make money off its citizens. They argue that the government is always just looking for new ways to generate income, and the cameras make it easy for them to

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"catch" people. But if accidents are being reduced and lives are being saved, these cameras can hardly be looked at as simply a money-making scheme! It is obvious that people's safety is the main reason these red-light cameras have been installed.

Unquestionably, the red light cameras have been helpful to lessen both violations and crashes at intersections where they have been used. Specific studies conducted in the U.S., including Texas and California, have shown that these cameras make a positive difference to decrease accidents. The red-light cameras should remain in place as an added safety benefit for all drivers and their families!

Works Cited:

"TTI study underscores safety benefits of red light cameras: Effectiveness of Red Light Cameras." *Texas A&M Transportation Institute*. TTI, 2010, tti.tamu.edu/2011/08/01/safety-benefits-of-red-light-cameras.

"Fact Sheets." *American Traffic Solutions*. ATSOL, 2015, www.atsol.com/media-center/fact-sheets.

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Name_____ Class_____

Argumentative Essay

WRITING TIPS

TRANSITIONS are necessary to connect ideas when you write.

To add another example or detail

For example
For instance
Also
In addition
Additionally
Furthermore
Moreover

To contrast or show a difference

However
But
On the other hand
On the contrary
Despite the fact that
Nevertheless

STRONG WORDS help to emphasize your point:

- Certainly
- Definitely
- Obviously
- Unquestionably
- Clearly
- Undoubtedly

USING "I" AND "YOU"

An argument is stronger when a writer does not use "I" but instead just states his or her opinion straight out.

EXAMPLE: *Teens who drop out of school are making the wrong choice for their future.*
That statement sounds stronger than: *I believe that teens who drop out of school are making the wrong choice for their future.*

Using "you" sounds like you only mean "the reader" when you actually mean others.

WORDS TO USE IN PLACE OF "YOU"

young people, teens, adolescents, certain individuals, those who want a successful life, people who are smart (or any other words that represent the people you are referring to)

Example: INCORRECT: *If **you** text and drive, **you** could end up in the hospital.*
CORRECT: *If **teens** text and drive, **they** could end up in the hospital.*

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Name_____ Class_____

Argumentative Essay

Student SELF-EVALUATION CHECKLIST

Directions: Read each statement. Then look over your essay. Place a checkmark in the column that best responds to the statement.

Yes	Partially	No	
			1. I researched my topic and recorded relevant statistics using two (or more) Internet sources.
			2. I filled in my Pre-Writing Organizer accurately and completely.
			3. I have indented for 5 separate paragraphs.
			4. My introduction begins with an attention grabber and also contains my main claim.
			5. I included two strong reasons to back up my main claim, one in each body paragraph.
			6. I included well-chosen evidence (facts, statistics, examples) to support both of my reasons.
			7. I presented a counterclaim, and then argued strongly against that counterclaim.
			8. My concluding paragraph restates my main claim, sums up my reasons, and ends with a strong closing sentence.
			9. I have used transitions to connect my ideas and to begin my concluding paragraph.
			10. I revised my sentences so that they are all clear and complete.
			11. I proofread and edited my essay and corrected all writing errors.
			12. I have cited my sources correctly in a Works Cited section or page.

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6th Grade Pages

These pages are for 6th Grade or teachers who don't follow Common Core.

They do not contain a Counterclaim requirement.

You can *substitute these pages* in place of the previous pages that contain counter-claim requirements.

1. **Argumentative Essay Main Directions Page**
2. **Page 2 (back side) of the Pre-Writing Organizer**
3. **Paragraph 4 Writing Organizer**
4. **Mentor Text**
5. **Student Self-Evaluation Checklist**

Students will still write a 5-paragraph essay.
These pages have been amended so that instead of a counterclaim for your fourth paragraph, you have a third reason with evidence.
I have re-written the Mentor text in the same way. There is no counterclaim, but instead the fourth paragraph states a third reason with evidence.

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Name_____ Class_____

Argumentative Essay

In an argumentative essay, a writer presents a ***main claim*** *(your opinion or position) about a topic or issue, and then supports that claim with* ***reasons*** *and* ***evidence.***

You will be choosing a topic or issue present in our world today that you have opinions and ideas about. In a ***five-paragraph essay****, you will discuss the issue by stating your position along with your reasons and supporting evidence. We will conduct Internet research so that you may provide important facts or statistics in your argument.*

An Argumentative Essay follows this structure:

Paragraph 1

INTRODUCTION
(includes an attention-grabber and main claim)

Paragraph 2

FIRST REASON
with supporting examples and statistics

Paragraph 3

SECOND REASON
with supporting examples and statistics

Paragraph 4

THIRD REASON
with supporting examples and statistics

Paragraph 5

CONCLUSION
(main claim restated and ideas "summed up")

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Paragraph 4

REASON #3:

Supporting Evidence:

Supporting Evidence:

Paragraph 5 – **CONCLUSION –** Re-state your main claim and summarize your reasons. Begin with a concluding transition.

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PARAGRAPH 4

TOPIC SENTENCE – In a complete sentence, state your **third** REASON.

_____

_____

SUPPORTING EVIDENCE #1 – Express an example, fact, or statistic to support your reason.

_____

_____

_____

ADDITIONAL DETAIL - Add an addition detail to explain this example, fact, or statistic.

_____

_____

SUPPORTING EVIDENCE #2 – Use a *transition* and then state another example, fact, or statistic to support your reason.

_____

_____

_____

ADDITIONAL DETAIL - Add an addition detail to explain this example, fact, or statistic.

_____

_____

CONCLUDING SENTENCE – Sum up what you have said about your reason.

_____

_____

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Mentor Text

Red-Light Cameras Save Lives

Picture yourself in the car with your family headed to your favorite restaurant. Suddenly, someone runs a red light and smacks into your vehicle! Innocent people are being killed or injured every day because impatient drivers are ignoring the yellow caution lights and driving through the red ones. Installing red-light cameras to impose fines for these drivers is an effective way to reduce accidents.

Red-light cameras are a good idea because less people are actually getting in accidents in cities where they have been installed. For example, in the U.S. there were 201 less deaths from red-light crashes in 2011 than there were in 2007. The cameras had not been used in 2007 or before, but their use had been increased greatly by 2011. Additionally, an extensive study in Texas showed a drop in accidents at red light intersections with cameras. Ten cities there had a 24% decrease in drivers running red lights hitting innocent drivers who had green lights. The red-light camera detection system is a valuable tool to reduce crashes and therefore injuries and fatalities.

Having the cameras in place also motivates drivers to slow down and stop because they fear getting tickets and having to pay fines. According to a study by the Institute of Transportation Engineers, in just one year alone with the cameras installed, tickets decreased by about 68% in San Francisco. In Los Angeles, results were even better with a decrease of 92%. On the other hand, when the cameras were removed in Virginia Beach, within just a few months the number of violations tripled! These drivers knew they were no longer being watched, and it obviously made a difference. The red light cameras definitely influence drivers' decisions because no one wants to pay a traffic ticket.

Another reason why these cameras need to be installed is that most people are in favor of using them. A survey was done that included 14 cities that had red light cameras in use . Two-thirds of the people who responded believed they were a good

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idea. Moreover, in most states, people don't get points on their license for this type of ticket. It just makes sense to use the cameras because they are there to save lives. Generally, citizens actually support red-light cameras.

Unquestionably, the red light cameras have been helpful to lessen both violations and crashes at intersections where they have been used. Specific studies conducted in the U.S., including Texas and California, have shown that these cameras make a positive difference to decrease accidents. The red-light cameras should remain in place as an added safety benefit for all drivers and their families!

Works Cited:

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Name_____ Class_____

Argumentative Essay

Student SELF-EVALUATION CHECKLIST

Directions: Read each statement. Then look over your essay. Place a checkmark in the column that best responds to the statement.

Yes	Partially	No	
			1. I researched my topic and recorded relevant statistics using two (or more) Internet sources.
			2. I filled in my Pre-Writing Organizer accurately and completely.
			3. I have indented for 5 separate paragraphs.
			4. My introduction begins with an attention grabber and also contains my main claim.
			5. I included three strong reasons to back up my main claim, one in each body paragraph.
			6. I included well-chosen evidence (facts, statistics, examples) to support both of my reasons.
			7. My concluding paragraph restates my main claim, sums up my reasons, and ends with a strong closing sentence.
			8. I have used transitions to connect my ideas and to begin my concluding paragraph.
			9. I revised my sentences so that they are all clear and complete.
			10. I proofread and edited my essay and corrected all writing errors.
			11. I have cited my sources correctly in a Works Cited section or page.

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