Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period \_\_\_\_\_\_

**Argument Essay Rough Draft - 3 Body Paragraphs**

|  |  |
| --- | --- |
|  | **Background** - *Introduce the context (when, where, who, what, why) THEN Restate the question being asked.* |
| **Claim (Thesis Statement with the Roadmap)** - *What is your claim?* ***NO*** *first person words (I, you, he, she, we).* |
|  |  |
|  | **Topic Sentence #1** - *Introduces the first main/key idea.* |
| **Evidence Piece #1** - *Directly “quote” evidence or describe the image by starting with an* ***attribution*** *AND ending with a* ***citation*** |
| **Reasoning for Evidence Piece #1** - ***Explain*** *why the evidence above supports the claim. Convince your reader!* |
| **Evidence Piece #2** - *Directly “quote” evidence or describe the image by starting with an* ***attribution*** *AND ending with a* ***citation*** |
| **Reasoning for Evidence Piece #2** - ***Explain*** *why the evidence above supports the claim. Convince your reader!* |
|  |  |
|  | **Topic Sentence #2** - *Introduces second main/key idea.* |
| **Evidence Piece #1** - *Directly “quote” evidence or describe the image by starting with an* ***attribution*** *AND ending with a* ***citation*** |
| **Reasoning for Evidence Piece #1** - ***Explain*** *why the evidence above supports the claim. Convince your reader!* |
| **Evidence Piece #2** - *Directly “quote” evidence or describe the image by starting with an* ***attribution*** *AND ending with a* ***citation*** |
| **Reasoning for Evidence Piece #2** - ***Explain*** *why the evidence above supports the claim. Convince your reader!* |
|  |  |
|  | **Topic Sentence #3** - *Introduces third main/key idea.* |
| **Evidence Piece #1** - *Directly “quote” evidence or describe the image by starting with an* ***attribution*** *AND ending with a* ***citation*** |
| **Reasoning for Evidence Piece #1** - ***Explain*** *why the evidence above supports the claim. Convince your reader!* |
| **Evidence Piece #2** - *Directly “quote” evidence or describe the image by starting with an* ***attribution*** *AND ending with a* ***citation*** |
| **Reasoning for Evidence Piece #2** - ***Explain*** *why the evidence above supports the claim. Convince your reader!* |
|  |  |
| **Concluding Paragraph** - *Refer to the claim but don’t just re-copy it. Share a final thought or observation. You may pose a rebuttal, but if you do be sure to provide evidence, cite it, and explain it. Then explain why your ideas are more convincing.* | |

**Argument Essay Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | **4 Exceeded** | **3 Met** | **2 Nearly Met** | **1 Not Met** |
|  | **Background** | Background is present and sets up guiding question in a meaningful way | background is present but in the form of a question | background is unrelated to topic | no background |
| **Claim**  (Thesis Statement) | Introduces and clearly asserts a claim | introduces a claim | introduces a weak and unclear claim | does not introduce a claim |
|  | **Topic Sentence** | * directly addresses guiding question * introduces one main/key idea per paragraph * contains appropriate transition words or phrases * no content errors | problem with 1 criteria | problem with 2 criteria | problem with 3 or 4 criteria |
| **Evidence** | * uses credible sources to strongly support the main/key ideas with the most relevant evidence * provides basic bibliographic information for all sources (e.g. in-text citations, author’s name and title listed) * no content errors | problem with 1 criterion | problem with 2 criteria | problem with all criteria |
| **Reasoning/**  **Argument** | * clear and organized reasoning * effectively uses transitional words, phrases, and clauses * clarifies the relationship among the main/key ideas, reasons, and evidence * no content errors | problem with 1 criterion | problem with 2 criteria | problem with 3 or 4 criteria |
| **Conclusion** | | * reinforces initial claim * NOT a copy of thesis statement * shares a final observation or thought | problem with 1 criterion | problem with 2 criteria | problem with all criteria |
| **Language** | | * establishes and maintains a style that is formal, sophisticated, and consistent * varies sentence structures, lengths, starters, and transitions * demonstrates command of the conventions of standard English with regards to capitalization, punctuation, and grammar | problem with 1 criterion | problem with 2 criteria | problem with all criteria |

**Sentence Starters for Argument Essay Writing**

If you’re having some writer’s block, use these helpful starters to get you going on your way.

**Background:**

*Grab the reader’s attention in a thought provoking and meaningful way with a story, a rhetorical question (re-phrased into sentence form), or a quotation. If you use a quotation, you must relate it to your topic and include attribution (who wrote/said it).*

**Claim (Thesis Statement):**

* Answer the guiding question decisively without using first or second person. (Lewis and Clark were respectful to the indians for three reasons.)

**Topic Sentence:**

**Evidence:**

* According to the article “*(article title)*,” the author states “*(direct quote)*.”
* For example, “*(direct quote)*”
* Another piece of evidence states “*(direct quote)*”
* “(*another direct quote to support your previous yellow*)” also maintains that (*your claim*).
* In addition, the author states, “*(direct quote)*”

**Reasoning/ Argument:**

* This demonstrates *(your claim)* because…
* This evidence sustains that *(your claim)* because...
* This illustrates *(your claim)* because…
* This means that…
* Therefore…
* Based on the evidence, it can be concluded that…

**Conclusion:**

* For *(reason 1)* and *(reason 2)*, *(the claim)*.

**Transitions**

Transitions are like bridges between your ideas - they help your readers move from one idea to the next. Here are some transition words and phrases you may wish you use in your essay. Keep in mind that they can be used at the beginning of a sentence or within a sentence.

If you are adding information or showing **similarity** between ideas:

* additionally
* in addition
* besides
* another
* furthermore

If you are showing that one idea is **different** from another:

* however
* yet
* even though
* despite
* in contrast
* in spite of
* on one hand

If you are showing that something is an example of what you just stated:

* for example
* for instance
* to illustrate
* namely
* specifically

If you want to show cause and effect:

* as a result
* it follows that
* consequently
* therefore
* eventually

If you want to add emphasis:

* in fact
* of course
* truly
* indeed