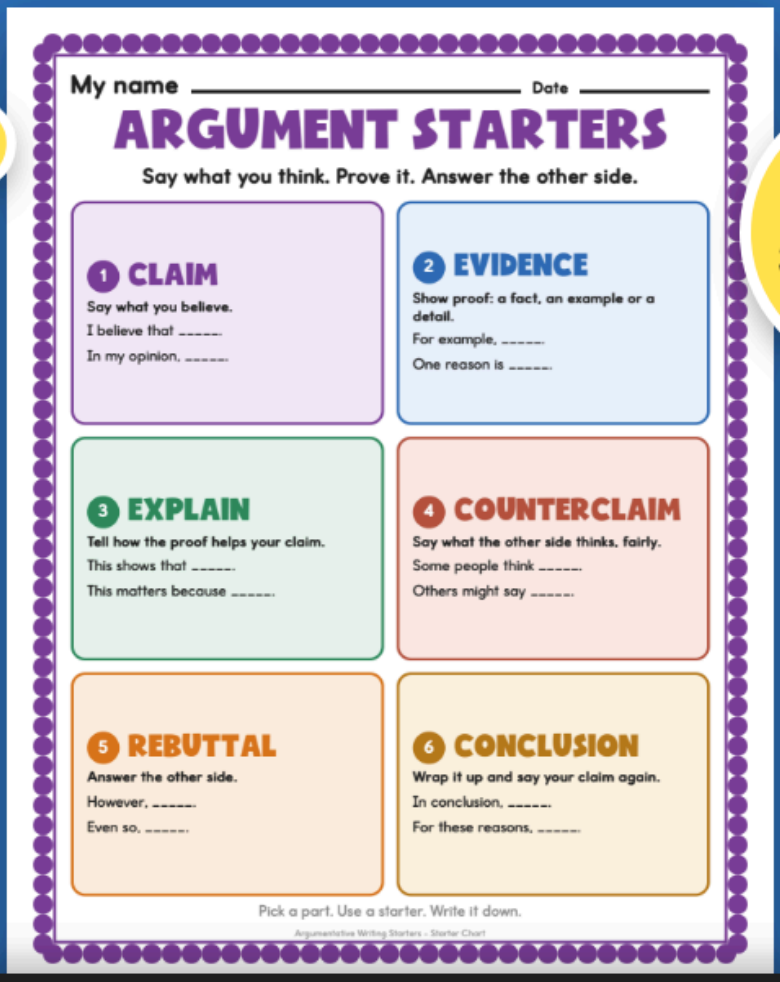
EDITABLE



36 STARTERS

ARGUMENTATIVE WRITING SENTENCE STARTERS

Grades 5-8

Claim, Evidence, Rebuttal Frames

Bright Path Sped

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- Open it in a PDF reader (Adobe Acrobat Reader, Preview, or your browser), click into a line or a box, type, and Save As.
- The name and date lines, the planner, the paragraph frames, the topic sheets, the tracker and the family note are type-in fields. You can also print any page and write by hand.
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Print at 100 percent

Turn off fit to page and shrink to fit so the lines keep their size. Every page is readable in black and white. Print the starter chart on cardstock if you want to keep it at the front of a writing folder.

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PREVIEW

How to Use It: Four Short Routines

Each one fits a writing block. Pick the ones that suit your day.

1. One part a day

- Show the chart at a glance (page 5). Teach one job, such as Claim, and read its starters aloud.
- Partners say a sentence out loud with a starter before anyone writes.

2. Plan, then frame

- Children fill in the planner (page 9) with a topic you choose or one from the topic sheets.
- Then they write one frame sheet at a time (pages 10 to 14), copying their ideas from the planner.

3. A fresh topic

- Hand out a topic sheet (pages 15 to 20). Each has one question, a few things to think about and room for a short argument.
- These sheets give fewer starters than the frames, so they show who is ready to write with less help.

4. Check and track

- Children check their own writing on page 21, then trade with a partner.
- Count the starters each child used and write the numbers on the tracker (page 23). Page 22 shows how one invented student looked.

Why there is no answer key

An argument is the child's own, so there is no single right answer to check against. Read for the parts: a claim, proof, an explanation, the other side, an answer and an ending. The prompt bank (page 25) gives you words for a quick conference.

Notes on your day

PREVIEW

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My name _____ Date _____

ARGUMENT STARTERS

Say what you think. Prove it. Answer the other side.

1 CLAIM

Say what you believe.

I believe that _____.

In my opinion, _____.

2 EVIDENCE

Show proof: a fact, an example or a detail.

For example, _____.

One reason is _____.

3 EXPLAIN

Tell how the proof helps your claim.

This shows that _____.

This matters because _____.

4 COUNTERCLAIM

Say what the other side thinks, fairly.

Some people think _____.

Others might say _____.

5 REBUTTAL

Answer the other side.

However, _____.

Even so, _____.

6 CONCLUSION

Wrap it up and say your claim again.

In conclusion, _____.

For these reasons, _____.

Pick a part. Use a starter. Write it down.

PREVIEW

Preview - Bright Path Sped

My name _____ Date _____

Pick a starter. Use it in your writing.

4 COUNTERCLAIM

Say what the other side thinks, fairly.

- Some people think _____.
- Others might say _____.
- It is true that _____.
- One argument on the other side is _____.
- Someone who disagrees might say _____.
- I understand why people believe _____.

5 REBUTTAL

Answer the other side.

- However, _____.
- Even so, _____.
- That may be true, but _____.
- This is not the whole story because _____.
- Still, _____.
- That idea does not work because _____.

6 CONCLUSION

Wrap it up and say your claim again.

- In conclusion, _____.
- For these reasons, _____.
- All in all, _____.
- To sum up, _____.
- That is why I believe _____.
- In the end, _____.

PREVIEW

Preview - Bright Path Shed

My name _____ Date _____

Plan your argument before you write.

My topic

_____

1 My claim

2 Reason 1 and proof

3 Reason 2 and proof

4 The other side

5 My answer

6 My ending

PREVIEW

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My name _____ Date _____

PART 2: MY FIRST REASON

Write a reason and proof. Pick a starter.

Starters to try

- One reason is _____.
- For example, _____.
- This shows that _____.
- This matters because _____.

My first reason One reason is _____.

My evidence For example, _____.

How it helps my claim This shows that _____.

PREVIEW

Preview - Bright Path Sped

My name _____ Date _____

PART 4: THE OTHER SIDE

Write what others think. Then answer back.

Starters to try

- Some people think _____.
- Others might say _____.
- However, _____.
- That may be true, but _____.

What the other side might say Some people think _____.

My answer However, _____.

Why my answer works That is because _____.

PREVIEW

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My name _____ **Date** _____

Pick a side. Write your argument.

Should students have homework on weekends?

Think about: rest, practice, family time.

My claim I believe _____ because _____.

My reason and proof For example, _____.

The other side, and my answer Some people say _____, but _____.

My ending In conclusion, _____.

PREVIEW

Preview : Bright Path Sped

My name _____ **Date** _____

Pick a side. Write your argument.

Should students eat lunch outside when the weather is nice?

Think about: time, fun, clean up.

My claim I believe _____ because _____.

My reason and proof For example, _____.

The other side, and my answer Some people say _____, but _____.

My ending In conclusion, _____.

PREVIEW

Preview : Bright Path Sped

My name _____ **Date** _____

Pick a side. Write your argument.

Should our grade take more field trips?

Think about: cost, learning, time away from class.

My claim I believe _____ because _____.

My reason and proof For example, _____.

The other side, and my answer Some people say _____, but _____.

My ending In conclusion, _____.

PREVIEW

Filled Example: One Argument

Maya (an invented student) wrote this on the topic "Should our school have a longer recess?" Maya and every sentence on this page are invented. The bold words are starters from the chart.

My claim

In my opinion, our school should have a longer recess.

First reason, proof and explanation

One reason is that our recess goes by too fast. **For example,** last Tuesday our class had to stop a kickball game before anyone could score. **This shows that** we need more time to finish what we start.

Second reason, proof and explanation

Another reason is that recess is when I talk with friends from other classes. **For example,** I met a new friend from Room 12 on the swings. **This matters because** talking and playing together makes our school feel friendly.

The other side

Some people think a longer recess would take time away from learning.

My answer

However, we could keep the day the same length by using less time to line up and get ready.

My ending

For these reasons, I believe our school should have a longer recess.

Maya's row on the tracker (page 23)

Count the bold starters under the job each one belongs to. Maya used 10 starters in all.

Child	Claim	Evidence	Explain	Counterclaim	Rebuttal	Conclusion	Total
Maya	1	4	2	1	1	1	10

What this example is not

One invented argument. It is not a model to copy word for word, sets no length and grades no child.

PREVIEW

Family Note: We Are Writing Arguments

Copy, type into or print this page and send it home.

Date _____ From _____ Our topic this week _____

Dear families,

In writing, we are learning to write an argument. Your child says what they think, gives reasons and proof, says what someone on the other side might think, answers it, and ends strongly. We use sentence starters, such as **One reason is** and **However,** to help the first words come.

Ways to help at home

- At dinner, ask your child for an opinion and one reason, such as which game is best.
- Ask: What would someone who disagrees say? How would you answer?
- When you read their writing, point to the claim, the proof and the ending.

A note from me

Please bring back

_____

_____

_____

Teacher name _____ Family signature (optional) _____

PREVIEW