

Argument Architect

Strong arguments are built move by move. Learn the moves, then draw your own blueprint.

CCSS.ELA-Literacy.W.7.1a "Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically."

NAME _____ DATE _____

1 READ THE BLUEPRINT _____ Label the moves

YOUR JOB Read this introduction about later middle school start times. Each numbered sentence makes one move from the move bank. Write the move next to its sentence number below.

HOOK grabs the reader with the problem or a vivid moment

CLAIM states your position clearly

OPPOSING CLAIM shows you know what the other side says

ROADMAP previews your reasons in the order they will appear

Later Middle School Start Times

① When the first bell rings before the sun is fully up, many students are still trying to wake up. ② Middle schools should begin at 8:30 a.m. or later. ③ Some people argue that a later start would make after-school sports and family schedules harder. ④ First, a later start would give teenagers more time to get the sleep their growing bodies need. ⑤ It would also help students arrive more alert and ready to learn.

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

2 REBUILD THE ARGUMENT

Order the pieces

YOUR JOB These six pieces of an argument about composting cafeteria food scraps got shuffled. Read all six, then write each letter in its slot in the blueprint. Use each letter once.

A

Compost can improve soil by adding nutrients and helping it hold water, according to the Environmental Protection Agency.

B

Schools should compost food scraps from the cafeteria.

C

The Environmental Protection Agency reported that food made up about 24 percent of the material sent to landfills in the United States in 2018.

D

Opponents may say that collecting scraps and caring for compost bins would take extra time and money.

E

Composting keeps food scraps out of landfills.

F

Compost can turn cafeteria scraps into useful material for school gardens and community gardens.

☐

Claim your position

☐

Acknowledge the opposing claim what the other side says

☐

Reason 1 your first reason

☐

Evidence for Reason 1 a fact that backs it up

☐

Reason 2 your second reason

☐

Evidence for Reason 2 a fact that backs it up

3 DRAFT YOUR OWN

Blueprint first, paragraph later

Check one topic. Then plan your introduction. Put your stronger reason where you want the reader to meet it.

☐

Should schools limit homework to one hour each night?

☐

Should students be allowed to choose their own seats in class?

MY CLAIM

THE OTHER SIDE SAYS

REASON 1

REASON 2

PART 1 • READ THE BLUEPRINT

SENTENCE	MOVE	TEXT BEGINS
1	HOOK	When the first bell rings before the sun...
2	CLAIM	Middle schools should begin at 8:30 a.m. or...
3	OPPOSING CLAIM	Some people argue that a later start would...
4	ROADMAP	First, a later start would give teenagers more...
5	ROADMAP	It would also help students arrive more alert...

PART 2 • REBUILD THE ARGUMENT (TOP TO BOTTOM)

1. **B** Claim
2. **D** Acknowledge the opposing claim
3. **E** Reason 1
4. **C** Evidence for Reason 1
5. **F** Reason 2
6. **A** Evidence for Reason 2

PART 3 • DRAFT YOUR OWN (SAMPLE PLAN)

Topic: Should schools limit homework to one hour each night?

Claim: Schools should limit homework to one hour each night.

The other side says: Some people say students need more homework time to practice important skills.

Reason 1: A limit would give students time to sleep, eat, and spend time with their families.

Reason 2: A limit would help students focus on completing fewer assignments carefully instead of rushing through many assignments.

Part 2 outline order is B, D, E, C, F, A. For Part 3, accept reasonable claims and opposing views if the two reasons clearly support the claim and are listed in the order the student plans to use them.